[Shri Gulam Mohi-uddin Shawl]

altogether. These Hajis are charged exorbitant prices for their essential commodities. For example, one litre of kerosene was supplied to them at Rs. 6 per litre. So is the case with vegetables, edible oils, rice, etc. The most important thing is the apathy and the non-cooperation of the officials of the Haj Committee. Moreover, these Hajis were asked to deposit a particular amount with the concerned bank. But, again and again, various demands for further sums of money are made leaving the Hajis uncertain about further demands in the future. These Hajis are brought here much earlier than the proposed dates of their departure and the treatment meted out to them in respect of food, drinking water, tea, etc. is horrible. Exorbitant charges are made, but supplies are made if unhygienic conditions. In short, their plight is miserable.

Therefore, Madam, I would request the Union Government to come immediately to the rescue of these Hajis and see that they are treated more humanely and with courtesy. Thank you.

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**The Indira Gandhi National Open University Bill, 1985.**

THE DEPUTY CHAIRMAN: We shall now take up the Indira Gandhi National Open University Bill, 1985. Yes, Mr. K. C. Pant.

THE MINISTER OF EDUCATION (SHRI K. C. PANT): Madam, I beg to move:

"That the Bill to establish and incorporate an open University at the national level for the introduction and promotion of the open University and distance education systems in the educational pattern of the country and for the co-ordination and determination of standards in such systems, be taken into consideration."

Madam, in moving this Bill for the establishment of the National Open University, the Government is giving expression to its concern for those who are unable to take advantage of the facilities for higher education generally because of the imperative of becoming the earning members of the community at an early stage. This applies in particular to the poor and the disadvantaged, especially in the rural areas. Through the setting up of this University, the Government seeks to promote fostering of a modern society in which there will be no barriers to vertical and horizontal mobility which, we think, should be available to all those who have the ambition and the will to expand their horizons and enhance their professional capability. Such mobility is an essential attribute of an egalitarian and democratic society. There is enough evidence to show that the present structure of education denies the benefit of education to many people who are otherwise knowledgeable, but who do not have the formal education or who cannot pursue higher education on a full-time basis or who are interested in a wide variety of subjects which do not fit into the usual structure of the curricula prescribed in the formal system of education. Some of them may not even want degrees or diplomas but in their quest for self-enlightenment or greater professional competence, may want to deepen their acquaintance with certain specific fields, at their own unhurried pace. These characteristics of learners are extremely relevant to the processes of education. The general run of universities as they are operating, do not and cannot cater to these variable characteristics. On the other hand, the proposal before the House for the establishment of the National Open University, has the advantage of being flexible and open-ended, concerned essentially with dissemination of knowledge and development of expertise. By providing an alternative approach to learning, it is proposed to fill a critical gap in the present framework of education

It has been generally recognized that the education imparted at present often has no relevance to the knowledge and skills required for various jobs in the em-

ployment market. While the restructuring of education in institutions of higher education might prevent the aggravation of the problem of mismatch between education and employment, unless some special mechanism is fashioned, the people who have already graduated from the present system will go on suffering from lack of opportunities for re-aligning themselves with their professional requirements. The Open University system would provide to those of them who have the initiative and motivation, a second chance in life to get over their handicaps and disabilities.

The inexorable pressure of the number of young people seeking higher education has contributed considerably to a deterioration of standards in many of our universities and colleges. We are considering ways of reducing this pressure by the delinking of degrees and jobs. In the meanwhile, an increasing number of people are having to go in for correspondence courses which because of their monodimensional character, suffer from an inherent handicap in comparison to formal college and university education. The Open University system of distance education would be vastly superior to the system of correspondence courses and may, in some areas, prove more successful than the education imparted by some of the regular colleges because it attempts to disseminate knowledge and develop skills through a multiplicity of instruments and above all incorporates a measure of interaction between the system and the learners through counselling, guidance, summer school, contact programmes and laboratory facilities. Beides providing specially prepared printed material the pedagogy of the Open University system uses a variety of communication technologies such as Radio, Television and Video and Audio cassettes as well as self-learning kits and self evaluation material for ensuring the absorption of information, concepts and ideas and the development of relevant skills.

The Open University concept, though relatively new, has already been tried out with considerable success in many developed and developing countries. Starting with the Open University of UK established in 1969, the system has spread to China, Japan, Indonesia, Thailand, Pakistan, Sri Lanka, West Germany, Spain the Netherlands and Canada. Even in India, a beginning has already been made in Andhra Pradesh where the Open University already has nearly 28,000 students on its rolls. Many other States are also planning to start such institutions.

The National Open University is proposed to be established not only to render direct service to those who enrol with it but also to provide leadership in the field of distance education. This University will coordinate the functioning of various distance learning institutions in the country and ensure that these would maintain a standard which would compel respect and establish a high level of credibility for this system in the country. This would be achieved by taking up programmes of definite relevance to the learners' needs, careful designing of curricula and textual materials with supporting media and contact programmes, and establishing a highly efficient and reliable system of evaluation. For this, besides using computers and other aids of management, the accent will be on experimentation and thorough field testing of programmes and materials before putting these to general use. Simultaneously, through interaction with other institutions of distance learning, the pedagogy of distance education will be documented, codified and systematised in order to provide training and methodological back up to other institutions of the country.

The National Open University will be eclectic in its approach, utilizing the expertise in preparation of educational material, wherever it may be available. The fact that this university will be able to tap the best minds in the country will give it a significant advantage over conventional institutions which have to rely on their own faculties. It will be able to commission gifted individuals and organizations to produce textual and supporting material and also exercise unfettered choice in the appointment of tutors, guides,

[Shri K. C. Pant]

summer course directors without being circumscribed by the talent of the inhouse faculty. In this system it may be easier to mobilise the expertise of those people with practical experience outside the university system to the extent required. As has happened in many other countries, it is expected that the National Open University will have a positive impact on the rest of the education system. Even those students who are not enrolled with it will be able to take advantage of its materials and media programmes. What is more, both the teachers as well as the students will have a frame of reference to evaluate the teaching-learning programmes with which they are otherwise associated. The need-fulfilment orientation of study programmes too will create a consciousness and demand in the community for the reorientation and diversification of courses, curricula and educational materials provided by conventional institutions. Above all, the Open University will undoubtedly usher in a new era in educational technology because it will provide not only models but also generate manpower trained in the use of different aids for education.

A provision has been made in the Bill for the affiliation to colleges with the National Open University. This will offer an institution a choice which would transcend its immediate environs. The very existence of such a choice will provide a challenge in the system which will strengthen the thrust for excellence in affiliating universities. We are anxious that the present patron-client relationship between universities and affiliated colleges should give place to a creative partnership of shared objectives and responsibilities.

At the risk of stating the obvious, I would like to clarify that the National Open University will provide not only for a large variety of diploma and certificate courses, but also on a priority basis, for the award of undergraduate and postgraduate degrees in an increasingly diversified array of courses. Once again because this University will be functioning always in a competitive situation, it will not be able to compromse on the inherent quality of its programmes without losing its clientele. In fact, the Open University will have a marked advantage over other institutions because those who enrol with it would have chosen to carry on their studies because of their inner motivation to learn.

Anyone living anywhere in the country will be entitled to enrol himself with the National Open University. There is an enabling provision in the Bill under which it will be possible, should it be considered necessary, for the Open University to establish Regional Centres to enable it to give practical shape to the national character. This, it would be appreciated, can contribute substantially to the process of national integration. Insofar as eligibility criteria are concerned, these would be evolved through a systematic consideration of alternatives. However, even at this stage, it can be stated that the process of enrolment will be characterised generally by lack of rigidity in respect of formal qualifications and age.

I am sure the House will agree that it is befitting that the National Open University should be named after Smt. Indira Gandhi who besides being a Prime Minister and a towering world leader was also a person whose life was characterised by a concern for the poor and the disadvantaged and a continuing search for excellence. The manner in which she continued to grow in stature from day-to-day — constantly developing and refining her formidable resources of mind and spirit, and every ready to learn from experience — epitomises the concept of continuing education. She was faced with tremendous challenges throughout her life but was able to meet them all and maintain the honour, integrity and unity of India mainly because she combined an intuitive understanding of the forces underlying the course of events with great courage and nimble intellectual agility which enabled her to innovate and adapt, without losing her direction or vision. The idea of establishing a National Open

University took shape under her guidance and leadership. It is, therefore, appropriate that this University should be named after her and every effort should be made to see that this institution would achieve a level of performance worth of her name.

With these words, I beg to move that the Indira Gandhi National Open University Bill, 1985 be taken into consideration.

THE DEPUTY CHAIRMAN: There are three amendments--Amendment Nos 1 and 3 by Shri R. Ramakrishnan and Shri S. W. Dhabe for reference of the Bill to a Joint Committee of both the Houses and Amendment No. 3 by Shri Satya Prakash Malaviya for reference of the Bill to a Select Committee of the Rajya Sabha. The Members may move their Amendments at this stage without any speech.

SHRI R. RAMAKRISHNAN (Tamil Nadu): Madam Deputy Chairman, I beg to move:

"That the Bill to establish and incorporate an open University at the national level for the introduction and promotion of the open University and distance education systems in the educational pattern of the country and for the co-ordination and determination of standards in such systems, be referred to a Joint Committee of the Houses consisting of 30 members; 10 members from this House, namely:—

1. Shri Sankar Prasad Mitra
2. Shri Lal K. Advani
3. Shri Parvathaneni Upendra
4. Shri Dipen Ghosh
5. Shri Virendra Verma
6. Shri M. Kalyanasundaram
7. Shri V. Gopalsamy
8. Prof. B. Ramachandra Rao
9. Shri R. Mohanarangam
10. Shri R. Ramakrishnan;

and 20 members from the Lok Sabha;

That in order to constitute a meeting of the Joint Committee the quorum shall be one-third of the total number of members of the Joint Committee;

that in other respects, the Rules of Procedure of this House relating to Select Committee shall apply with such variations and modifications as the Chairman may make;

that the Committee shall make a report to this House by the last day of the first week of the Hundred and Thirty-sixth Session; and

that this House recommends to the Lok Sabha that the Lok Sabha do join in the said Joint Committee and communicate to this House the names of members to be appointed by the Lok Sabha to the Joint Committee."

Madam, you have said that I should not speak. Just I want to say a line. This whole concept is so new that it is a welcome thing and it is a fit case for reference to a Joint Committee. Without wasting much time, as I have already said, the Joint Select Committee will submit its Report before the first week of the next Session. So, I very much urge upon the hon. Education Minister to consider this in all seriousness. Even the Visva-Bharati Bill was sent to a Joint Select Committee.

THE DEPUTY CHAIRMAN: Shri S. W. Dhabe.

SHRI S. W. DHABE (Maharashtra): Madam, I beg to move:

"That the Bill to establish and incorporate an open University at the national level for the introduction and promotion of the open University and distance education systems in the educational pattern of the country and for the co-ordination and determination of standards in such systems, be referred to a Joint Committee of the Houses consisting of 33 members; 11 members from this House, namely:—

1. Shri Lal K. Advani
2. Shri Dipen Ghosh
3. Dr. Shanti G. Patel
4. Shri Sankar Prasad Mitra

[Shri S. W. Dhabe]

5. Shri S. W. Dhabe
6. Shri Hukmdeo Narayan Yadav
7. Shri Ghulam Rasool Matto
8. Shri B. Satyanarayan Reddy
9. Shri Khushwant Singh
10. Shri Suraj Prasad
11. Shri Kalpnath Rai;

and 22 members from the Lok Sabha;

that in order to constitute a meeting of the Joint Committee the quorum shall be one-third of the total number of members of the Joint Committee;

that in other respects, the Rules of Procedure of this House relating to Select Committee shall apply with such variations and modifications as the Chairman may make;

that the Committee shall make a report to this House by the last day of the first week of the Hundred and Thirty-sixth Session; and

that this House recommends to the Lok Sabha that the Lok Sabha do join in the said Joint Committee and communicate to this House the names of members to be appointed by the Lok Sabha to the Joint Committee."

I join Shri Ramakrishnan in what he said. It is a very important matter and it is the first time that a Bill of this type is coming before us. I earnestly request the hon. Minister to consider our amendment for referring it to Joint Select Committee for consideration so that we can have deliberations for a better form of Bill in the next session of Parliament.

THE DEPUTY CHAIRMAN: Shri Satya Pal Malik—not here.

*The questions were proposed.*

SHRI RAMENDRA KUMAR PODDAR (West Bengal): Madam Deputy Chairman, it is a very important and significant Bill and I congratulate the Education Minister of placing it before the House. I also agree with the other two Members for their suggestions for referring it to a Select Committee because this is a new kind of Bill for a new kind of University that is being proposed, different from the conventional type. But I don't know whether the Minister will agree to it but I hope that he will agree. Before he agrees, I would like to express some of my misgivings about it and I would be the happiest person if those misgivings are proved to be false.

The Minister said that this will be, perhaps, a better university than the existing ones and it will have better students and better teachers. The first thing is, a University worth the name should have teachers and students and they should have direct contact. This kind of distance education system is always the second best, because there will be no direct contact between the students and the teachers. It will be cost-effective, no doubt.

In the Education Ministry, we have now a full Minister of Education of the Cabinet rank. Till now, after late Maulana Abul Kalam Azad, there was no Minister of full Cabinet rank and we hoped that by doing this now, the Government would also increase the grant for education which is at present abysmally small, namely, about 1 per cent. Even in the old pre-Independence days, the first Planning Board set up by the Congress, suggested that at least 10 per cent should be earmarked for education. So, there are reasons to believe that since there are not much funds, the Government cannot help the existing universities to improve quality, to improve their libraries, their laboratories and faculties and they have resorted to this kind of shortcuts.

What will happen now? Something may have happened outside India but Indian conditions are not similar to the ones prevailing in developed countries like England where open universities seem to have been successful. But even in England, the open university is never of the equal rank with other established universities. Only those who cannot get entry to a good university, will crowd into this new kind of university. Also, perhaps, this university will

not have good faculty. So, ultimately, there is great doubt whether this will be an innovative type of university of equal rank with other universities. I request the Minister to see that best teachers are appointed to this university. In the Soviet Union, instead of open universities, they emphasise on correspondence courses in the regular university.

There, the standards are same, the students have to undergo the same kind of syllabus and they have to sit for the same kind of examinations, but it takes a longer time. In that way, they are much more effective than the open university system where they will have a separate faculty and, perhaps, in regard to standards' there will be very little control over this university by the academic community.

Another thing is, whether we should really call this a university because in the Indian universities, even now, there is some kind of autonomy, academic as well as administrative autonomy. But a reading of the clauses of this Bill and the Statutes shows that this university will only be a *de facto* department of the Government. Everything here will be nominated. The Board of Management will be nominated. Under Statute 2 (9), the Vice-Chancellor has the power to appoint professors, readers and lecturers of the university. At present, in no university in India, the Vice-Chancellor is allowed to appoint professors. It says 'With the approval of the Board of Management' True. But as is the practice all over India and in the world as well, only the Board of Management appoints the professors etc. because as you know, Madam, one who appoints can also disappoint. Therefore, this should be changed and the Board of Management should be the appointing authority.

Then, there is Statute 20, in regard to maintenance of discipline amongst students of the university. Clause 2 says:

> "Without prejudice to the generality of his powers relating to the maintenance of discipline and taking such action as he may deem appropriate for the maintenance of discipline, the Vice-Chancellor, may, in the exercise of his power, by order, direct that any student or students be expelled or rusticated for a specified period and not admitted to a course or courses of study in the University or a recognised institution for a stated period, or be punished with a fine for an amount to be specified in the order..."

This means, the Vice-Chancellor, without going through any proper enquiry or anything, on his own, can rusticate a student for an indefinite period. This, I think, is too dangerous a precedent to set.

Similarly, in the Statute 19, the Vice-Chancellor is also given the power to dismiss or remove an employee of the University. It says:

> "Where there is an allegation of misconduct against a teacher, a member of the academic staff or other employee of the University, the Vice-Chancellor, in the case of the teacher or member of the academic staff, and the authority competent to appoint (hereinafter referred to as appointing authority) in the case of other employee, may, by order in writing, place such teacher, member of the academic staff or other employee under suspension and shall forthwith report to the Board of Management the circumstances in which the order was made".

This means, in regard to teachers and students, a single person is being made the sole arbiter of their fate.

In regard to the Board of Management, it will obviously be a completely nominated body. The Government is reluctant to give even this nominated body, the Board of Management, some autonomy.

I would like to refer to sub-section (9) of section 8 of the Bill which says:

> "With prejudice to the foregoing provisions of this section, the Visitor may, by an order in writing, annual any proceedings of the University which is not in conformity with this Act, the Statutes or the Ordinances...."

[Shri Ramendra Kumar Poddar]

The Visitor means, ultimately, the Education Ministry. Any decision of the Board of Management—no third party is being referred to—will be annulled by the Department.

The most dangerous perhaps, is subsection (3) of section 9 of the Bill.

"The Vice-Chancellor may, if he is of the opinon that immediate action is necessary on any matter, exercise any power conferred on any authority of the University by or under this Act and shall report to such authority the action taken by him on such matter:

Provided that if the authority concerned is of the opinion that such action ought not to have been taken, it may refer the matter to the Visitor whose decision thereon shall be final..."

Here again, Madam, the Vice-Chancellor can ignore the nominated Board of Management because the Visitor in the ultimate analysis will be the Ministry of Education and the Vice-Chancellor will also be the man appointed by the Education Ministry. So, I would like to suggest strongly that let this Bill be returned to a Select Committee of both the Houses or of this House only as suggested by the Members so that they can go through all the provisions of this Bill, so that this new venture cannot be called a mere department of the University or a glorified institute of correspondence courses. It should really mean a good university and its standing should at least be equal to other better universities of this country.

With these words I conclude.

**श्री सुधाकर पाण्डेय** (उत्तर प्रदेश) : उपसभापति महोदया, मैं इस बिल का स्वागत करता हूं। विगत दस-बारह वर्षों से मैं चाहता था कि शिक्षा बन्धन से मुक्त हो। आज शिक्षा के चन्दन के वृक्ष पर नाना प्रकार के सर्प फन काढ़े हुए इस तरह चिपके हुए हैं कि चन्दन की सुरभि बाहर आ नहीं पा रही है। इन भुजंगों से मुक्ति का निदान इसके माध्यम में मिलेगा।

शिक्षा संस्थाओं से मेरा सम्बन्ध है और बहुत से वाइस-चांसलर मेरे मित्र हैं। आज शिक्षा की जो दुर्गति इस देश में हो रही है, गुरुओं के देश में शिक्षा की जो दुर्गति हो रही है और जनतंत्र, लोकतंत्र और समाजीकरण के नाम पर जो दुर्गति हो रही है भगवान अगर इस देश का भला चाहते हैं तो उस से इसकी मुक्ति हो। स्वतंत्रता के नाम पर जिस प्रकार की अमर्यादा व्याप्त है उसको आप देखिएगा और भीतर घुसकर देखिएगा तो आख में आंसू आ जाएंगे, आंसू ही क्यों खून आ जाएगा। एक विश्वविद्यालय से अध्यापकों ने 1 करोड से अधिक रुपया यात्रा व्यय का ले लिया और वह सारा का सारा झूठा था और वाइस-चांसलर की हिम्मत नहीं थी कि वापस ले सके। उसने बडी मेहनत से रुपया वापस लिया। एक दूसरे विश्वविद्यालय में बी०एड० के लिए 114–115 सीट हैं और वहां पर 5–6 हजार लड़के भरती हो गए और एक दिन भी पढ़ाई नही हुई, वह इम्तहान दे रहे है।

हीरोइन छात्रावासों में मिल रही है। डेमोक्रेटाइजेशन या जनतंत्रवाद के नाम में सारी की सारी चीजें हो रही हैं। जनतंत्र मर्यादाविहीन हो जाता है तो अराजकता देश में आ जाती है और अराजकता कोई नहीं चाहेगा।

वर्तमान से भविष्य का बोझ बडा भारी है और जो उस बोझ को उठाने वाले छात्र ही हो सकते है, विश्वविद्यालय के सारे ठेके उन छात्र नेताओं के है जो गुंडे हैं। विश्वविद्यालय में प्रोफेसर का लड़का प्रथम श्रेणी में पास होता है या गुंडे और बदमाश प्रथम श्रेणी में पास होते हैं और वही लेक्चरर होते हैं। एक नई परम्परा कायम हो गई है कि छात्रसंघ का अध्यक्ष जरूर अध्यापक हो जाता है। सारे ठेके इन लोगों के हाथ में हैं। जनतंत्र के नाम को बदनाम न करें। मालवीय जी महाराज ने काशी हिन्दु विश्वविद्यालय की स्थापना की। देश की कोई प्रतिभा ऐसी नहीं थी जो वहां पर नही आई हो। कुछ लोग यह मानते हैं कि एक व्यक्ति के हाथ में सत्ता रहेगी तो वह रसातल में ले जाएगा। यह व्यक्ति के ऊपर निर्भर

करता है। जनतंत्र के नाम पर अराजकता को बढ़ाना और राष्ट्रीयता के नाम पर क्षेत्रीयता को बढ़ाना आज शिक्षा के माध्यम से हो रहा है।

जितने केन्द्रीय विश्वविद्यालय खोले गए हैं वे इस आदर्श से खोले गए कि वे राष्ट्र की आत्मा को अभिव्यक्ति देंगे। इन विश्वविद्यालयों के माध्यम से राष्ट्र बोलेगा और नई चेतनाओं का विकास इसके माध्यम से हो सकेगा जिससे संसार में हम बड़े हो सकेंगे और उस गौरव की रक्षा कर सकेंगे जो भारत का गौरव है। किन्तु दुर्भाग्य यह है कि ये विश्वविद्यालय करीब करीब क्षेत्रीय होते गए और मेरे मित्र बुरा न मानें, मैं कहूंगा कि ये सांप्रदायिक भी होते गए। वहां अध्यापकों की नियुक्ति एक ही जाति के आधार पर सारे डिपार्टमेंटों में हुई। एक ही जाति के अध्यापक सारे डिपार्टमेंटों में हैं। बहुत से विश्वविद्यालयों में एक विभाग में एक ही जिले के अध्यापक हैं। करोड़ों रुपया हम उन पर खर्च करते है, लेकिन उनमें भारत के सपूत पैदा नहीं हो रहे हैं, बल्कि वे लोग पैदा हो रहे हैं जो देश को रसातल में ले जा रहे हैं। अब कोई रास्ता नहीं रह गया है सिवाय इसके कि सरकार मुक्त विश्वविद्यालयों की स्थापना करे जिसके लिए यह विधेयक यहां आज आया है। यह सही है कि लोग कहेंगे कि इससे द्वितीय कोटि की नागरिकता लोगों को मिलेगी, लोग ऐसा कह सकते हैं। किन्तु मैं ऐसा समझता हूं कि बहुत से प्रोफेसर और हैड आफ डिपार्टमेंट उन विश्वविद्यालयों में जब वे प्राइवेट होते थे और प्राइवेट इम्तिहान देते थे ऐसे हैड आफ डिपार्टमेंट और प्रोफेसर अच्छी जगहों पर थे। वे अपनी रोजी रोटी, अपने व्यक्तित्व के विकास के लिए, अपने आर्थिक अर्जन के लिए यत्न करते थे और सचमुच इससे देश आगे बढ़ता था। आज विश्वविद्यालयों मे पढ़ाई नहीं हो रही है। हो यह रहा है कि कमेटियों की बैठकें होती हैं। बहुत से विश्वविद्यालयों में तो चार चार वर्ष से परीक्षाएं नहीं हुई हैं, वे पिछड़ गए हैं सभी के बारे में नहीं, उत्तर भारत का मैंने मालूम है कि शायद ही किसी विश्वविद्यालय में साल में कोई अध्यापक 30, 40 या 50 से अधिक क्लास लेता हो। आज उनके ऊपर क्या जिम्मेदारी है? तनख्वाह अच्छी है। पहले बुरी थी, अब अच्छी तनख्वाह है। 40 मिनट वह पढ़ाता है। टाइम टेबुल वह बनाता है। सेलेक्शन उसके हाथ में है, परीक्षा उसके हाथ में है। वाइस चांसलर की क्या स्थिति होती है? जैसे चारों तरफ से वह महासागर में तूफान से घिरा हो। उसको सब खींचते हैं, कहीं लड़के खींचते हैं, कहीं अध्यापक खींचते हैं। उसको अगर आप अधिकार नहीं देंगे तो निश्चित रूप से वह अपना समय काटेगा।

श्रीमन, जिस विश्वविद्यालय की चर्चा मैं आपसे कर रहा था वहां पर 6 हजार लड़के बी० ऐड० में पढ़ रहे हैं। वहां झगड़े होंगे पुलिस बदनाम होगी तो हमारे बालबच्चों का क्या होगा। तो जहां ऐसी स्थिति है वहां मुक्ति की बात होनी चाहिए और यह विधेयक विश्वविद्यालयों को सब प्रकार से मुक्ति देता है। हो सकता है इसमें हमें कोई कठिनाई हो लेकिन इसको लागू करने पर पता चलेगा। इसमें कहा गया है कि स्टेच्यूटस से लेकर सारी चीजें इसमें होंगी जिन पर हम विचार कर सकेंगे इसलिए मैं चाहता हूं कि जो व्यक्ति पढ़ना चाहते हैं वे पढ़ें।

इस ऐक्ट के बारे में मुझे बहुत कहना नहीं है क्योंकि यहां यह पहली शुरूआत है। आंध्र में पहले शुरूआत हुई। उनके जो विशेषज्ञ थे वे वाइस चांसलर बने। इसके बहुत से रूप हो सकता है क्योंकि इस देश की परंपरा महान रही है जिसमें एक एक व्यक्ति विश्वविद्यालयों में काम करता था, एक एक व्यक्ति संस्था में काम करता था जो कि विश्वविद्यालयों में नहीं हो पाता था। उन संस्थाओं को आजादी के बाद आपने कानूनों द्वारा रसातल में मिला दिया। व्यक्ति स्वाध्याय करके विद्वान होना चाहता है उसके लिए कोई स्थान नहीं है। जो लोग रचना करना चाहते हैं विश्वविद्यालय के अखाड़े के बाहर रहकर उनके लिए कोई स्थान नहीं रह गया है। इसके माध्यम से एक नई शुरूआत होगी। इसमें जो त्रुटियां हैं वे सामने आएंगी। कोई भी चीज कहीं सब कुछ नहीं होती है, उसका विकास होता है। होना तो यह

(श्री सुधाकर पाण्डेय)

चाहिए था कि सबसे पहले भारत सरकार ऐसे विश्वविद्यालय खोलती, फिर आंध्र सरकार खोलती।

सिद्धांत की जहां तक बात है, विश्वनाथ प्रताप सिंह जी से मैं कहना चाहता हूं कि आपने इसके लिए बहुत थोड़ा सा धन दिया है। काशी हिन्दु विश्वविद्यालय को होली जलाने के लिए आप ने 7वीं पंच-वर्षीय योजना में 15 करोड़ रुपया दिया है। यह सारे देश को जलाने का काम है.. (व्यवधान)

**वित्त तथा वाणिज्य मंत्री (श्री विश्वनाथ प्रताप सिंह)**: होली जलाने के लिए?

**श्री सुधाकर पाण्डेय** : अभी कुछ गुंडे पकड़े गए हैं। मैंने शिक्षा मंत्री से कहा कि वहां गोलियां चल रही हैं तो यह होली ही तो जल रही है। शिक्षा के अस्तित्व या भारत की आत्मा के अस्तित्व की काशी में, वाराणसी में, जो कल्पना की थी मालवीय जी ने कि 10 हजार आदमी भारतीयता का पाठ पढ़ेंगे, आज वहां क्या हो रहा है? उसके लिये आप 20 करोड़ के लगभग देते है और इस के लिए 5 वर्ष में 15 करोड़ दे रहे हैं जो कि बहुत कम है। सोचिए, यह पूरे राष्ट्र को जगाने का काम है। यह उनको जगाने का काम है जो सचमुच पढ़ना-लिखना चाहते हैं और जीवन का जन-गान उस रूप में प्रस्तुत करना चाहते है जिस रूप में भारत की आत्मा रही है। आपने इसके अनेक सेन्टर खोलने की बात कही है और जगह-जगह सेन्टर होंगे और खर्चा कम करने की बात कही है क्योंकि कालेजों की बिल्डिंगें आप ले लेंगें, उनके सारे साधन ले लेंग, लेबोरटरीज आप ले लेंगे। किन्तु कुछ संस्थाएं प्रारम्भ से ही अच्छा काम कर रही हैं उन संस्थाओं के एफिलिएशन का काम इसके माध्यम से होना चाहिए। केवल वही शिक्षा नहीं दी जानी चाहिए जो कि आज के विश्वविद्यालयों में दी जा रही है। अगर वही केरीकुलम और वही सैलेबस और वही जीवन-दर्शन रहता है तो आपकी वही स्थिति हो जायेगी जो कि इन विश्व-विद्यालयों की है। मैं तो कहूंगा यहां पर जो भी व्यक्ति आप रखें वह इन विश्व-विद्यालयों की जो अछूत परम्परा है इससे अलग रखें। मैं बहुत प्रसन्न हूं कि यू जी सी से इस को आपने अलग कर दिया। जो आदत पड़ गई है किसी चीज के स्टेण्डर्ड नापने की किसी चीज के मापदण्ड के नापने की वह इस दृष्टि से सभी को देखता है। यह जो आपने मुक्त किया है यह बहुत ही अच्छा काम किया है। गाडगिल साहब संयोग से यहां पर बैठे हुए हैं नाच-गाने के लिए दूरदर्शन पर बहुत समय देते हैं जब तक आप इसके लिए एक चेनल अलग से नहीं देंगे तब तक आप न यूनिवर्सिटी एक मखौल की चीज बन कर रह जायेगी। रामायण की बात आपने शुरू की थी इसमें मैं बहुत प्रसन्न हूं। आज जब टेलीविजन चलता है रात में तो मैं भीतर चला आता हूं क्योंकि औरतें बैठी रहती है। कम से कम हमारे घर में जो थोड़ा पर्दा है वह तो बचा रहे। पर्दाहीन बनाने के लिए आप यह सब कर रहे हैं और शिक्षा के लिए आप लिखते हैं कि आपको पूरा चैनल नहीं मिलेगा। प्रयत्न करेंगे। जब राष्ट्र को शिक्षा देना चाहते हैं तो इसके लिये सारे साधन आपको उपस्थित करने चाहिए। आप एक चैनल इसके लिये अलग से दीजिए। क्योंकि आपने यूनिवर्सिटी आधुनिक साधनों के और सचार साधनों के उपयोग किये बिना चल नहीं सकती। मैं सिंधी साहब से भी कहूंगा कि टेलीफोन के माध्यम से भी शिक्षा देने का काम होना चाहिए। क्योंकि वहां पर गाडगिल साहब रहे हैं उन्हें पता है कि 177 नम्बर काफी पापुलर हो गया है। वह भी शिक्षा का काम करता है। वह इतना अधिक पापुलर हो गया है कि लोग उसके माध्यम से बहुत सी जानकारी प्राप्त कर लेते हैं। (व्यवधान) सारे के सारे साधन जब तक उपलब्ध नहीं होंगे सब तक इसका भला नहीं होने वाला है। पन्त जी शिक्षा को महंगा मत बनाइये आपने गांव से हम से पट्टी तो छीन ली, आपने गांव से खड़िया तो छीन ली और कागज भी आप नहीं दे रहे हैं। जो किताबें

आज आप पढ़ा रहे हैं उन्हें पढ़ कर आदमी आदमी बन सकता है इसमें सन्देह है। आज उन लोगों को किताबें पढ़ा रहे हैं उन लोगों के पाठ्यक्रम ग्रन्थ पढा रहे हैं जिनके द्वारा आदमी आदमी नहीं बन सकता, कुछ और बन सकता है। शिक्षा का जो आदर्श है वह विवेक की प्राप्ति है। जानकारी तो कम्प्यूटर से भी मिल जायेगी लेकिन विवेक की प्रतिष्ठा जब तक आप नहीं ला सकते जीवन में, तब तक न कोई व्यक्ति बन सकता है और न कोई राष्ट्र बन सकता है। आज विवेक ही सब से बड़ी कठिन वस्तु देश मे रह गई है। इस की निष्पत्ति के लिए, निष्ठा प्राप्ति के लिए सारे साधन नए प्रकार के होने चाहिए। जरूरी नहीं है कि हम इंग्लैंड की नकल करें। हम संसार में शिक्षा के क्षेत्र में सबसे आगे रहे हैं। शिक्षा के लिए हमारे यहां से लोग संसार में जाते रहे है। जो सेन्टर आप खोलने जा रहे है शिक्षा के सम्बन्ध में, मैं चाहूंगा कि अगर समाजवाद लाना चाहते है तो उन स्थानों पर यह सेन्टर उन स्थानों पर भी खोलें जहां पर बहुत ज्यादा मजदूर है। जहां बहुत ज्यादा मजदूर है वे टेक्नीकली आज के इंजीनियर्स से अधिक अद्यतन होते है। वे अधिक जानते हैं। अगर आप एक घंटे या दो घंटे थ्यौरी पढा दें तो वे आजके इंजीनियर्स से अच्छे हो सकते है। वे उनसे अधिक आपको दे सकते हैं। आपके विश्वविद्यालय मे जो टेक्नोलोजी और इंजीनियरिंग पढ़ाई जा रही है वह 30 साल पुरानी है। प्रोफेसर या अध्यापक जो पहली बार या पहले साल नोट बनाते हैं वह जब तक रिटायर नहीं हो जाते तब तक पढ़ाते रहते है। शिक्षा मे नये जीवन-दर्शन की स्थापना के लिए औरों स मुक्त हो कर जो आप करने जा रहे हैं उसका मै अभिनन्दन करता हूं। आपको ऐसे श्रम के स्थानों पर सेन्टर खोलने चाहिएं जहां पर बहुत ज्यादा मजदूर काम कर रहे हों ताकि एक सामान्य मजदूर भी उस सीमा तक जा सके जिस सीमा तक वह जा सकता है। जैसे इस देश का कोई भी नागरिक राष्ट्रपति हो सकता है, उसी प्रकार से इस देश का मजदूर भी यह कल्पना करे कि वह आगे बढ़ कर उसका सचालक बने जो बड़े से बड़ कारखाने का हो सकता है।

775 RS—8.

इस सम्बन्ध में मैं आपको बताऊं कि स्त्री शिक्षा की समस्या बड़ी विषम है और जिन क्षेत्रों से हम आते है वहां पर गांवों में इतनी अधिक पर्दा प्रथा है कि जिन के पास साधन हैं वे अगर चाहें तो कुछ ऊपर की कक्षाओं तक पढ़ भी लेते हैं तो विवाह शादी में उनकी दिक्कत हो सकती है क्योंकि वे आधुनिकता से दूर हैं। मनुष्यता उनमें अधिक है किन्तु आज की आधुनिकता उनके भीतर नहीं है। अति आधुनिकता के कारण वे पढ़-लिख नहीं सकते हैं। मैं चाहूंगा कि यह ओपन यूनिवर्सिटी उन घुंघटों के भीतर जाये जिनके भीतर सौन्दर्य है, उन्हें शील और शक्ति दे सके। आज की शिक्षा व्यवस्था में शील और शक्ति नही है। सौन्दर्य हो सकता है, जानकारी हो सकती है, किन्तु जब तक शील और शक्ति की निष्पत्ति शिक्षा के माध्यम से नही होगी तब तक कोई राष्ट्र बड़ा नहीं हो सकता है। आप आज विश्व भारती विश्वविद्यालय चलाते हैं। रवीन्द्र का एक आदर्श था। आप सेन्ट्रल यूनिवर्सिटी के रूप में उसको चलाते हैं। लेकिन उनका आदर्श आज कहां चला गया? मालवीय जी का आदर्श कहां चला गया? सर सैयद का आदर्श कहां चला गया? आपको साफ-साफ यह भी बताना होगा कि शिक्षा की अगर कोई नीति है तो उसका कोई मूल्य भी है। वह मूल्य एक ही हो सकता है। समाजवाद हमारा मूल्य हो सकता है, सेकुलेरिज्म हमारा मूल्य हो सकता है, जनतंत्र हमारा मूल्य हो सकता है। लेकिन हमारा मूल्य वह सब होना चाहिए जिसमें आदमी प्रगति कर सके, आदमी आगे बढ़ सके। जनतंत्र और समाजवाद साध्य नहीं है। ये साधन हो सकते हैं। इससे हमें एक बड़ी चीज निकालनी है। हमें बंधना नही है, रूढ़िग्रस्त नही होना है, बल्कि व्यक्ति का चित्त लोक चित्त बन सके, व्यक्ति का चित्त समाज का चित्त बन सके, यह सब करने की आवश्यकता है। जब तक शिक्षा के माध्यम से यह नहीं कहेगे तब तक न तो जनतंत्र सफल हो सकता है और न ही लोकतंत्र सफल हो सकता है।

अभी एक मित्र ने कहा कि सब चीजों का सरकारीकरण हो जाता है। मैं यह कहना चाहता हूं कि हमारी कोई

[श्री सुधाकर पाण्डेय]

विलायत से नहीं आई है। यह मैकाले की सरकार नहीं है। सरकारीकरण होने में हमारा फायदा होता है। हम यहां पर आलोचना कर लेते हैं युनिवर्सिटियों में कोई आलोचना नहीं होती है। युनिवर्सिटियों में तो बदरबांट होती है। जिन्हें नहीं मिलता वे चिल्लाते हैं, सत्याग्रह करते हैं, घेराव करते हैं। बदरबाट समाप्त करने के लिए सरकार है। सरकार का इस पर कड़ाई से नियत्रण रहे, इसीलिए इसको सेंट्रल युनिवर्सिटि बनाया गया है। मैं समझता हू कि अगर यह कंकरेंट सबजैक्ट है तो भारत के सभी विश्वविद्यालय के प्रति सरकार का दायित्व हो जाता है। सरकार अगर गलत काम करेगी तो जनता उन्हे उठा कर फेंक देगी और गलत काम नहीं होने देगी। सरकार कोई विदेशी नहीं है। अगर सरकार बीच में नहीं होगी तो काम कैसे चलेगा? पंत जी यहां पर बैठे हुए हैं। इनके पिता जी की हमारे ऊपर बड़ी कृपा थी। लखनऊ विश्वविद्यालय में एक विभाग खुलना था। विश्वविद्यालय ने कहा कि नहीं खुलेगा। इसमें ओटोनामी का सवाल है। इनमें चंदे का भी सवाल आएगा बहुत बड़ा काम है। बजट में 20 लाख रुपये कम करने थे। लेकिन दूसरे दिन वहां पर वह विभाग खुल गया। ऐसी स्थिति में अगर सरकार नहीं होगी तो वाइस-चांसलर मारा जाएगा। पुलिस नहीं होगी तो कौन व्यवस्था चलाएगा, नियम कैसे बनेंगे, संशोधन कैसे होंगे? हमारी सरकार जनतंत्र के प्रति उत्तरदायी है, हम लोगों के प्रति उत्तरदायी है और विश्वविद्यालयों के प्रति भी उत्तरदायी है। जो शोषण और दोहन करते हैं, ज्ञान का नाश करते हैं उनको रोकना होगा। इन शब्दों के साथ मैं इस बिल की मस्तुति करता हूं। मैं मूल्यों की बात ज्यादा नहीं करूंगा क्योंकि पंत जी ने कहा था कि शिक्षा की जो नई विचारधारा आएगी उसको वे सारे देश में विचारार्थ प्रसारित करेंगे। किन्तु मैं यह बताना चाहता हूं कि इसके द्वारा जनता आपका स्वागत करेगी, घर में रहने वाली गृहणी स्वागत करेगी, जो पढ़ना चाहते हैं वे स्वागत करेंगे। यह कोरेस्पोन्डेंस कोर्स अलग चीज होगी और अन्य यूनिवर्सिटियों के लिए एक आदर्श की प्रतिष्ठा करेगी। ऐसा मानकर मैं इस बिल का स्वागत करता हू और आपको साधुवाद देता हूं कि पिछले 12 वर्ष में काशी का ब्राह्मण जो सोच रहा था वह अब साकार होने जा रहा है। भगवान करे यह जल्दी हो। इस देश में शिव संस्कृति की स्थापना हो जिससे लोग जहर पीकर अमृत की वर्षा कर सकें। शिक्षा का हमारा सबसे बड़ा आदर्श यही होना चाहिए।

THE DEPUTY CHAIRMAN: House stands adjourned for lunch till two o'clock.

The House then adjourned for lunch at one of the cock.

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The House reassembled after lunch at three minutes past two of the clock, **The Vice-Chairman (Shrimati Kanak Mukherjee)** in the Chair.

THE VICE-CHAIRMAN (SHRIMATI KANAK MUKHERJEE): Mr. M. S. Gurupadaswamy.

SHRI M. S GURUPADASWAMY (Karnataka): Madam Vice-Chairman, I welcome the Bill that has been brought before us by my honourable friend, Shri K. C. Pant. While doing so, I cannot but say that this Bill could have been as well referred to a Select Committee. It was the wish of many of our colleagues here. Of late, Madam, the Government is not referring any Bill to the Select Committees, however, much it is important and complicated it is. This Bill is not a simple Bill though we welcome it. It is a new experiment that is being thought of in the education field and there are various sections in the Bill which could have been considered by a Select Committee. If the Minister had thought that it would mean unnecessary delay, that would have been avoided. Delay could have been avoided by fixing a time frame

for consideration of this Bill by the Select Committee. I am sure, this Bill after it is passed will come into effect only in the next academic year, at least after few months. When that is so, we would not have lost. On the contrary, we would have really gained if we would have referred this Bill to a Select Committee. I do not know why this is being turned down by the Government. Any way, this Bill introduces a non-formal system of education at the national level and education, as you know, Madam, this country has been in a state of continuous crisis, in a state of dis-array. Various Committees have gone into this question, suggested many reforms but these have not been considered by the Government at any point of time. The result is we have created a sort of mess in the educational field. My friend, the Hon'ble Minister would agree with me that the development of human resources should receive utmost priority as it alone can contribute to radical socio-economic changes in society. I believe that social change and economic development and moral regeneration can only be brought about by education and appropriate education. But this priority has been over-looked by the planners and administrators for these thirty years. If you look at the world and if you look at the developing society, you will find that there is an inextricable link between education and development. Where education enjoys top priority, where manpower development is given topmost importance, there you find socio-economic changes taking place rapidly. It was the case in Japan. It was so in South Korea. It was so in Taiwan. Small countries I am referring to. It was so in Singapore. Take any place in the world. There is an inextricable link between education and development. Unfortunately in this country this has been overlooked. We set a constitutional goal of bringing about universalisation of primary education, elementary education, but that constitutional goal has not been fulfilled. Today what is the result? In quantitative terms, we have more illiterates in this country than there were at the time of independence. I am not talking of the ratio and proportion. In terms of numbers, there are more illiterates today than there were at the time of independence. This hard fact has got to be realised. And we have not been able to retain even those children who went into elementary education, for long. The drop-out rate is very high. And we have not been able to sustain the educational movement, the literacy movement in a meaningful manner which would have brought us immense benefit not only in terms of values but also in terms of development. When the Prime Minister talked of a new education system, a new education policy, I thought that it would be brought before us soon. And this Bill could have waited till that time. But this new policy has not been brought before us. We do not know what are the contours of this new education policy, the new education system.

Madam, the quality of education in India also is far from satisfactory. The present standards, the norms, the level of education, are something which cannot be justified. I remember the famous words of Ruskin. Mahatma Gandhi was always fond of reading Ruskin. Ruskin said about education: education is not teaching the people how to learn. Education is teaching the people to behave who cannot behave. He attached the greatest improtance to behaviour, to attitude, not merely to learning. Mahatma Gandhi laid emphasis on this aspect of education, the value orientation and the moral values in education. The great philosophers, prophets and scholars in the past were not degree-holders. Socrates did not have a master of Arts degree. He was one of the wisest men of the world. Plato did not possess any university degree. He said: a just society should have a proper education which creates just citizens, the right kind of citizens. And Aristotle, his pupil, was also not a university student; he did not have a degree. He said: the most important part of education is intellectual attainment. Therefore, whenever we talk of education, we should also bear this in mind, the values, which we have lost all these years. We proclaim to the world that India is the third largest country among nations which possesses a large number of scientists and technicians. But why are we lagging behind in spite of it? What is the reason? The technological development

[Shri M. S. Gurupadaswamy]

in India today is less than 1 per cent though we have a large number of scientists and technologists. The main reason is that we do not have relevant and purposeful education, we do not have education which subserves the needs, the requirements, of our society, we do not have the educated men who can meet the challenges of our time. Still we have education of a sort, and it is not functional, purposeful, meaningful, relevant to a developing society. Mr. K. C. Pant said that the standards of university education are far from satisfactory. It is easily said. They are in the Government. They are the people who set the lead, the pattern, for the country. They could think of progressive standards, what this society, this nation, needs. We have a great reservoir of human energy which is not tapped because there is no right kind of education, no right kind of skills, evolved. Unless and until the educational system is reformed, changed, radically changed, to suit the requirements of our society, the requirements of our development, the requirements of our social change, I am afraid, the resources we are spending on educational system will be wasted. *(time bell rings)* The Bill wants to bring non-formal education at the national level. I do not know whether my friend has looked into the correspondence courses which are being conducted in many places, their utility, their drawbacks, their problems and their status compared to the status of formal education, whether any evaluation has been made. I would like to know this for my benefit because a criticism has been voiced here, in informal type of education like this we will not enjoy the same status as in formal education in a university. I think it is worth knowing whether it is so. The purpose of my friend is to see that the disadvantaged in the society, the underprivileged, the poorer and the weaker sections of the society, who have been deprived in the past get scope to know more, to learn more to get qualifications they think necessary for their own development. I would like to know whether any evaluation has been made as to how this has been achieved even in a limited way through the correspondence courses and this has got to be told to us. But now I quote some of the Central Universities. Take the case of the Jawaharlal Nehru University. It was started with a laudable objective, to make it a unique institution in the country for research and development. Today, what is the state of affairs in the Jawaharlal Nehru University? We hear distrubing things. There are so many groups among the teachers. Students also align themselves in groups. Very little research is being done. Always the professors and the teachers vie with one another. There are needlessly formed ideological camps, groups and alignments which have vitiated the atmosphere in the whole University. The purpose of the University is not being realised at all. I am afraid that the money that is being spent on the Jawaharlal Nehru University is not spent rightly because of these developments. This new University which is being thought of under this Bill does not have these limitations. It is not confined to any portals, to any particular area. It is open, it is flexible, and its jurisdiction is the whole of India. Perhaps it will have the flexibility and the freedom to operate on a wide canvas. It can formulate new norms and it can be a guide to other educational institutions also. But if the example of the Jawaharlal Nehru University is followed even here, I am afraid, it might go the way of the Jawaharlal Nehru University. That is all that I want to say.

THE VICE-CHAIRMAN (SHRIMATI KANAK MUKHERJEE): You have already taken twenty minutes. Please conclude now.

SHRI M. S. GURUPADASWAMY: It is a big Bill, but the time of twenty minutes is too small.

THE VICE-CHAIRMAN (SHRIMATI KANAK MUKHERJEE): There are so many speakers.

SHRI M. S. GURUPADASWAMY: Yes, Madam, I will conclude now.

Madam, the cost of education in India is becoming very high these days and it

is increasing. I hope and trust that the cost of education in this open University will not be so high, but will be cheap. As my friend has said, it is meant for the deprived, for the disadvantaged, for the underprivileged and the rural people especially and, so, I think the cost has got to be kept very low and it should be made cheap and it should be within the capacity of the students and it should not be a burden on them.

Madam, now I would say one thing about the Bill. There are two Schedules attached to the Bill. And the Schedule seems to be longer than the main part of the Bill itself. I want to know from the Minister why this has been so. I think it would have been better if both the Schedule and the main sections could have been a part of the entire Bill. Why schedules have been thought of? For what purpose? I do not know. Of course, Schedules go as part of the Bill, I know. But why Schedules? I do not know.

With these words, Madam, I welcome the Bill and hope and trust that the new University which is going to be set up will be a model University, will be a lead University, will set new standards, new norms, new directions and new patterns in the educational system in this country.

Thank you.

SHRI BIJOY KRISHNA HANDIQUE (Assam): Madam Vice-Chairman, I rise to support the Bill moved by the hon. Education Minister Shri K. C. Pant This Bill is intended to open a new chapter in our educational system, of our country. I fully agree with the hon. Minister that the country's higher education system has expended phenomonally during the last 38 years and enrolment now stands at nearly 3.6 million. Madam, this pressure on higher education is continuously rising and enrolment increasing by 7 per cent every year. And this is bound to shoot up in the years to come, as the efforts to attain universalisation of primary education bear fruit as stated by the hon. Education Minister already.

Madam, to that extent, and that too in a country with over 700 million population, it is simply not possible to cover even 1|100th of the total population under the existing programme of higher education. Resource constraints apart, it is being increasingly felt that at no distant date the axe has to fall on the ever expanding formal higher education in the conventional way. So, over the years when correspondence courses have been introduced by various Universities since the Third Five Year Plan in the sixties, the concept of distance education instantly caught on. We have now 25 Universities offering correspondence courses, though it is distance education on a very limited scale, having never reached the desired level.

Even though the proposed University has had a much larger area, I refer to it because we have to learn from our past short-comings and past imperfections.

Madam, we have to bear in mind very cautiously that till now the concept of distance education has mainly emerged out of a bare necessity, namely, failure to cope with the admission rush and probably as a result of that it smacks of perfunctory handling and unimaginative approach and non-challant attitudes in most of the Universities. Otherwise, Madam, how can one explain the decline of enrolment from over 15000 students to 6000 applicants for the correspondence courses in the Delhi University School just after a decade? It is now in the red with a deficit of Rs. 6 to 8 lakhs over the last few years and many schools are in the same plight, depending more and more upon Government funds. And out of 25 schools 15 schools do not have enough students. So, Madam, we do not have a glorious record a distance education as it is more a sigh of relief than a firm commitment to the cause that prompted the Universities to extend these facilities. For this facility was extended in a negative situation when the heavily strained formal system burst at its seams and distance education was found a convenient way out of that situation. So we have to be very cautious since we have such a backdrop of distance education and particularly so when this Open University is being named after a great personality of our country,

[Shri Bijoy Krishna Handique]

nay of the world, our late lamented Prime Minister Indira Gandhi who symbolises the spirit of the nation and identified herself with the cause of the disadvantaged, distressed and deprived section of the nation.

Madam, conceptuallv speaking, the Open University is a challenge to innovation and flexibility in academic matters. These two points, no doubt, are the essence of the objective of the proposed university. So, it should be our constant endeavour to see that this objective does not degenerate into rigid formalities and matter-factness that mark our present-day universities. What is to be remembered is that the openness of the system consists only in that it dispenses with class rooms and removes rigidities such as relating to age entry, course duration, class attendance and combination of subjects offered for study. But what about its administration or management of the centres of study and tutorial classes and hundred other things that go with it? Hence the proposed university needs to demonstrate imagination, understanding and breakaway from stereotyped thinking, of openness or, more precisely, flexibility is to be maintained, then it should be borne in mind that flexibility is the mother of innovation.

Madam, we have had before our eyes signal success of the open university. Even the hon. Education Minister himself mentioned particularly about the University in the U.K. started in 1969 which has an enrolment of 25,000 students, demonstrating high academic standards and at the same time lower costs per student. At present, as many as 30 countries of the world, both developing and developed, have set up or are in the process of setting up open universities. Among the Asian countries, China, Thailand, South Korea and Pakistan are making good progress. In Pakistan, the Open University has an enrolment roughly equivalent to that of all the 17 universities in the country. It is heartening to note that the first Open University of our country started in Andhra Pradesh in 1982 has got off to a very good start and has now 28.000 students on roll. Its professional improvement courses are very effective and have had very good response.

It has been reported that graduates from the Open Universities in the U.K. and Thailand get in more easily in the post-graduate courses of regular universities than graduates from the conventional mainstream. On this point, one may argue that the students of distance education courses are better motivated since they take up the courses voluntarily for improving their prospects on knowledge. Yet, we must not fail to take note of the reasons of their success: the high standard of teaching and guidance, rational and judicious preparation of course materials and structuring of the courses. The authorities of the proposed Open University must bear this in mind. What has gone wrong with the Indian universities, barring one or two, is that they dont' bother barring the quality of the faculty for correspondence courses. As a result, the course materials are shoddy, the guidance irregular and erratic and the whole programme is ill-managed. Madam, we should bear in mind that the proposed Open University with special functions and methodology of instructions, with an infrastructure of regional centres, laboratories, contact programmes and tutorial classes for bringing the teacher and the taught together, for reinforcing distance learning with direct interaction is for larger and for greater than just a school conducting a few correspondence courses to provide a missing link in one's education or an opportunity to upgrade one's knowledge already acquired in the field years ago or just to confer degrees or diplomas in subject not available in the existing universities. Though all these streams will be there, yet this Open University transcends them all and is expected to evolve a cultural ethos and malieu reflecting the values for which a nation stands and at the same time advocating continuity and change, socio-economic emancipation, a life governed by a spiritual logic. So, Madam, what we should emphasise are the positive qualities positive advantages of the Open University that it is not merely an answer to a situation arising out of the failure to meet the requirements by the

existing Universities. We should take it as an answer to the new upsurge in thinking that makes the corpus of the existing ideas and knowledge obsolete, an answer to the intellectual inquisitiveness to have a sense of involvement in the revolution in science and technology, and an answer to finding new ways and avenues to rebuild this country on the basis of this new thinking. And this is how a University plays a positive role in the development of the country. Let this Open University be another vehicle to take the nation to the 21st century, as envisaged by our Prime Minister Rajiv Gandhi.

Madam, it is heartening to note that one of the most important features of the proposed Open University is the object to "promote acquisition of knowledge in a rapidly developing and changing society and to continually offer opportunities for upgrading knowledge, training and skills in the context of innovations, research and discovery in all fields of human endeavour". This continuing education, Madam, is one area where the Open University can play a key role. This is one media through which the vanishing excellences of our traditional crafts can be revived, this is one media through which the dying rhythms of our performing arts, our glorious heritage, can be made to re-live. This one medium through which the sanity of the people can be restored to heal the much wounded environment and echo-system. And these were the special interests of the late Prime Minister., Smt. Indira Gandhi, and these were her favourite themes. in reality, Madam, the view that the whole life is a process of learning has acquired relevance more in the context of such open Universities.

Madam, before I conclude, I would like to quote a significant remark of late Smt. Indira Gandhi: "The real purpose of education is to enlarge intellectual horizon, emotional responsibilities and esthetic sensibilities."

Madam, I hope the proposed Open University will be an embodiment of these beliefs and we can honour her beliefs by making this proposed Open University a model national institution which will singularly stand out breathing a breath of freshness of approach a breath of freedom from formal rigidities and above all a breath of ever-newness in every sphere of academic attainment. Let us hope this proposed Open University will have the potential to change the entire attitude to higher education and learning, combining liberal and science education with cultural improvement and to reach out the areas and sections of the community which are socially and culturally handicapped and help the nation ultimately achieve progress, progress which meant to Shrimati Indira Gandhi in her own words "blossoming and deepening of the human personality of the individuals and also of the nation." I hope the proposed Indira Gandhi Open University will rise to the expectations of the nation and I am confident under able and competent guidance of our hon. Minister, the objectives of the open university will be fulfilled soon. I don't think we should waste time by referring it to the select committees because we know the objectives are clearly laid down here: the mode of functioning is clearly laid down. Why should we waste time? Time is the essence of the situation and this is the time to act if education is to play a purposeful role in the development of the country. Thank you.

SHRI SANKAR PRASAD MITRA (West Bengal): Madam Vice-Chairman, it is indeed gratifying that we are going to have a Central Open University. Some questions have been raised about academic freedom and administrative freedom. These expressions are no doubt, attractive, but abuse of power in the name of these freedoms may lead to politicalisation of the entire academic structure. An open univesity in the United Kingdom established in 1969 with high standards of teching, examination and research aroused considerable interest throughout the world. This is an educational innovation of tremendous possibility ensuring diversification and democratisation of the educational system. It is marked with flexibility with regard to age of entry, choice of subjects methods of instructions and examinations.

[Shri Sankar Prasad Mitra]

I think it is justifiably said that in India when campus trouble is endemic, distant education is enchanting and contrary to popular belief, scientific and technical subjects can also be taught through an open university. Experiments have already been made with success in different parts of the world as well as in some of the States in India. Now a central open university would establish this system, let us hope, on a solid foundation.

In every sphere of life, we come across charismatic leaders and catalytic leaders. A charismatic leader seeks to develop a loyal following and a catalytic leader seeks to foster solidarity and commitment. An open university has to be a catalytic leader. It is like a fragile coalition to be constantly tended and nurtured. The impact of an open university must generate centripetal rather than centrifugal forces. Then a true university must make all knowledge its province. But an open University, in my personal view, has to discharge a special responsibility also. It must be one of the instruments for unification of our culture, a synthesis of tradition and modernity, a synthesis of the ideals of our ancient culture and the values of a modern society. May I place before this august House, with your permission, Madam Vice-Chairman, a few interesting facts on the history of the University of Calcutta? Shri Dinesh Chandra Sen's 'History of Bengali Language and Literature' was published in 1911. The Swedish Academy studied this history while considering Rabindranath Tagore for the Nobel Prize. On the 28th of October, 1912, the Calcutta University decided to confer on Rabindranath Tagore the honorary degree of Doctor of Literature. The news of his obtaining the Noble Prize in literature reached Calcutta on the 13th November, 1912. Soon thereafter after years of struggle, since 1891, the Calcutta University adopted an elaborate scheme for the critical, historical and comparative study of Indian vernaculars for the M.A. examination. A degree in Indian literature, under the original scheme, required knowledge of at least four Indian languages, two of the twelve Indian languages prescribed for study, apart from the principal language and one of the three old languages, namely, Pali, Persian and Prakrit. This scheme came into operation after the conferment of the Degree of Doctor of Literature on Rabindranath Tagore. The idea was to promote comparative studies in Indian literature, so that higher training and research in Indian languages may have national ideals, leading to the emergence of a united India, representing a unified culture to take its place of honour among the advanced nations of the world.

On this occasion, I express the hope that the proposed University would discharge this special responsibility with credit.

With these world, I support the Bill.

**श्री रामचन्द्र भारद्वाज** (बिहार) : महोदया, मैं इस विधेयक का स्वागत करता हूं। स्वागत इसलिए करता हूं कि खास तौर से मुझे यह अनुभव हो रहा है कि हमारी जो नवीन शिक्षापद्धति आने वाली है और जो नयी शिक्षण संसार की सृष्टि हमें 21वीं सदी की तैयारी में करना चाहते है उसके मुख्य द्वार पर यह एक प्रभावी दस्तक के समान है। यों हमारे देश में या सारे संसार में मुक्त विश्वविद्यालयों का अभाव नहीं रहा है। हमारे यहां तो गुरुकुल से लेकर वन-आश्रमों से लेकर, ऋषी आश्रमों से लेकर आज तक मुक्त शिक्षा की प्रणाली चलती रही है और विदेशो ने हम से उधार ली, जापान, न्यूजीलैंड, पश्चिमी जर्मनी यहां तक कि पाकिस्तान और अब चीन और थाई-लैंड भी आगे आ रहे हैं।

हर जगह ओपेन यूनिवर्सिटी या खुले हुए विश्वविद्यालय का काम चालू है और सफलतापूर्वक इसका परीक्षण हो चुका है बल्कि एक बात मैं बताऊ कि पैरिस में एक ऐसे खुले विश्वविद्यालय की कल्पन भी की गयी है जमीन से एक मील ऊपर तक जिसका भवन होगा। प्रदूषण से अलग

और शोर से अलग रह करके वहां प्रशिक्षण की व्यवस्था होगी। जब ऐसे विश्वविद्यालय की कल्पना भी की गयी है शिक्षा के क्षेत्र में कि एक मील ऊपर उठकर शिक्षण ग्रहण करेंगे और शिक्षा का विस्तार करेंगे तो मैं यह नहीं मानता कि हमारे यहां यह कोई बहुत बडा नया कार्यक्रम होने जा रहा है। अगर फिर भी मैं इसको महत्वपूर्ण इसलिए मानता हूं कि हैदराबाद में जो हमने इस प्रकार का प्रयोग किया, 50 लाख रुपये की लागत से वहां एक मुक्त विश्वविद्यालय की स्थापना की और उस विश्वविद्यालय की स्थिति आज यहां तक है कि वहां न केवल कला और वाणिज्य, विज्ञान और तकनीकि का अशिक्षण होता है बल्कि वहां अब डिप्लोमा कोर्स भी चलने लगे हैं और जनसम्पर्क तथा एकाउटेंसी में वहां डिप्लोमा कोर्स सफल ढंग से चल रहा है।

इस विश्वविद्यालय का उदघाटन हमारे राष्ट्रपति जी ने किया था और हम उस काम को आगे बढ़ाते जा रहे हैं। दरअसल हमारे यहां जो यह मुक्त विश्वविद्यालय, उन्मुक्त, खुला विश्वविद्यालय या जो भी नामकरण इसका कर लें, यह जो श्रीमती इंदिरा गांधी जी के नाम पर विश्वविद्यालय खुलने जा रहा है यह अन्य ऐसे मुक्त विश्वविद्यालयों में से एक अलग चरित्र रखता है, ऐसा मेरा विश्वास है। इसलिये मैं इसे अधिक महत्वपूर्ण मानता हूं। अलग चरित्र इस प्रकार रखता है कि इंदिरा जी के मन में यह बात थी कि गरीबी रेखा के नीचे हमारे यहां की जनता जो सुदुर देहातों में रहती है, जिन्हें उच्च शिक्षा का अवसर नहीं मिल पाता, उन्हें इसका असवसर प्रदान किया जायेगा, जिससे वे सही नागरिक हो सकेंगे। उन्हें कोई खर्चा जुटाने की जरूरत नहीं होगी अपने घर में रहेंगे, अपना काम करेंगे और खाली समय में यदि उनकी रुचि होगी तो वे अपने को अशिक्षित होने का अभाव महसूस नहीं करेंगे। इसलिये हमारे यहां यह विशेष रूप से महत्वपूर्ण माना गया है और यह मैं मानता हूं और इसलिये मैंने कहा कि 21 वीं सदी के लिये हमारे देश में शिक्षा के क्षेत्र में जो तैयारी चल रही है, उसके मुख्य द्वार पर यह प्रभावी दस्तक है मेरा अपना अनुभव इसके संबंध में यह है कि जहां तक मैं जानता हूं हमारी शिक्षा पद्धति ब्रिटिश शिक्षा पद्धति की नकल के रूप में बराबर चलती रही है और ब्रिटिश शिक्षा पद्धति में जब पत्राचार का काम शुरू हुआ, पत्राचार का पाठ्यक्रम शुरू हुआ तो हमने भी यह अपने यहां शुरू किया फिर 1960 के दशक में जब उन्होंने यह अनुभव किया कि उन्हें अधिक उच्चतर शिक्षा प्राप्त व्यक्ति चाहियें तो 1967 में राबिन्स की कोई कमेटी वहां बनायी गयी, उसके बाद ग्लासको में श्रमिकों की सभा में हैराल्लड विल्सन ने चुनाव भाषण में कह दिया, कि वे इस प्रकार का खुला विश्वविद्यालय देने जा रहे हैं, तो आखिर में जब वे सरकार में आये तो उन्होंने ली को खास तौर से मन्त्रिमंडल में ले करके इस काम को किया। मैं मानता हूं कि उनकी विवशतायें रही होंगी, मगर विवशताएं उनसे भिन्न हैं। हमारी विवशता यह है कि श्रीमती इंदिरा गांधी ने जो 20 सूत्री कार्यक्रम दिया, जिसमें शिक्षा पर जिस प्रकार से बल दिया गया और गरीबी रेखा के नीचे के लोगों के लिए रोजगारोन्मुख शिक्षा की भावना जो उनके मन में थी, जो अकुलाहट उनके मन में थी, उस अकुलाहट के फलस्वरूप 1975 में जवाहर लाल नेहरू यूनिवर्सिटी के तत्कालीन कुलपति श्री पार्थसारथी की अध्यक्षता में उन्होंने इस पर विशद विचार करने के लिए एक समिति बनाई। उसकी रिपोर्ट भी आई और यह भी तय हुआ कि इस प्रकार के विश्वविद्यालय खोले जायेंगे, मगर 1977 में कांग्रेस सरकार जब बाहर चली गई, जनता पार्टी की सरकार हुई तो जनता पार्टी की सरकार ने गरीबों के उच्च दुख को शायद नहीं समझा। उच्च शिक्षा का जो अभाव था हमारे यहां देश में, उसकी ओर शायद उनका ध्यान नहीं गया। वह कमीशनों की दुम पकड़ कर नाचते रह गये और यह काम वहीं का वहीं खटाई में पड़ा रहा।

[श्री रामचन्द्र भारद्वाज]

जब फिर 1980 में श्रीमती इन्दिरा गांधी जी वापिस आईं, तो वह अकुलाहट उनके मन मे मौजूद थी, वह बेचैनी मौजूद थी और उन्होंने तुरन्त ही इस काम को आगे बढाया, जिसके फलस्वरूप यह आज हम सब कुछ देख रहे है, जो हमारे सामने है।

औपचारिक हमारी शिक्षा पद्धति जो है, वह ठहरे हुए पानी की तरह सड़ चुकी थी और उसमें मुक्त शिक्षा की बहमानधारा को जोड़ कर उसे एक नई शक्ति, एक नया तेज देने के लिए जो उन्होंने प्रयत्न किया, उसका यह फल है कि आज यह विधेयक हमारे सामने है। इस विधेयक में बहुत सारे गुण है, बल्कि यू कहिये कि इस देश की पृष्ठभूमि मे, इस देश की विकास की पृष्ठभूमि में और इस देश की जनता के सर्वतोमुखी ज्ञानार्जन की पृष्ठभूमि में इसका अत्यन्त महत्व है क्योंकि सभी दृष्टियों से एक सचमुच विचारशील नागरिक बनाने के लिए शिक्षा की जो अनिवार्यता होती है, शिक्षा की जो प्रतिष्ठा होती है, उसके प्रति इसमें समर्पण का भाव है उसके लिए मार्गदर्शन का भाव है।

इसलिए यह जो हमारी शिक्षा पद्धति है मैं मानता हू कि हमारे माननीय शिक्षा मंत्री जी के निर्देशन म कोई एक नई तसवीर इस तरह खडी करेगी कि यह शिक्षा पद्धति हमारे लिए आदर्श बन कर हमारे गांव-गांव तक फैलेगी क्योंकि साइंस और टेक्नालोजी के लाभ जब सभी कुछ ले रहे हैं हर दिशाओं में इसका लाभ उठाया जा रहा है, तो कोई कारण नही है कि हम शिक्षा के प्रचार के लिए इसका लाभ न उठायें और हम शिक्षा के विस्तार इसके माध्यम से न करें, इसलिए चाहे दूरसंचार के माध्यम से हो, अथवा आकाशवाणी के माध्यम से हो, दुरदर्शन के माध्यम से हम शिक्षा को घर-घर तक पहुंचाने के प्रति संकल्पित है और उसी का यह प्रतिफल हमारे सामने है। इसमें क्षेत्रीयता की भावना नहीं होगी यह एक सेंट्रल विश्वविद्यालय, केन्द्रीय विश्वविद्यालय होगा, प्रत्येक क्षेत्र में इसका दफ्तर होगा और इस तरह सारे राष्ट्र को शिक्षा के मजबूत सूत्र में बांध कर हम एकता और अखण्डता की बात भी बड़ी मजबूती से सोच सकेंगे और एक भावात्मक एकता को लाने में हम कारगर हो सकेंगे, ऐसा मेरा विश्वास है।

इस विधेयक मे बहुत सारी चीजें हैं और सचमुच में यह एक मुक्त विश्वविद्यालय के लिए विधेयक है क्योंकि आप जो चाहें पढ़ सकते हैं, आप जहा से चाहें, पढ़ सकते हैं जिस समय चाहे पढ़ सकते हैं और आपको शिक्षा मिलेगी और आप शिक्षा पायेंगे, शिक्षित कहे जायेंगे, समाज में आपको प्रतिष्ठा मिलेगी। यह एक बहुत बड़ी बात है और इसलिए मैं हृदय से इस विधेयक का समर्थन करता हूं और मैं धन्यवाद देता हूं माननीय शिक्षा मंत्री जी को और अपने प्रधान मंत्री श्री राजीव गांधी जी को, जिनके नेतृत्व में शिक्षा मंत्री जी इस विधान को सामने ले आए।

कहने के लिए बहुत सारी बातें कहीं जाती हैं; जब कोई नया काम शुरू होता है, तो बहुत बातें उसके पक्ष में उभरती है और कुछ बाते विपक्ष में भी उभरती हैं। तो इसलिए आप इसे जाइंट सिलैक्ट कमेटी में दीजिए, तो इसे लम्बायमान कर दीजिए इस पर पांच वर्ष तक फिर हम विचार करते रहें और हमारे लोग उपेक्षित गांव में पड़े रहें, कराहते रहें, हमारे कैम्प में अनरेस्ट चलता रहे, हमारे नामांकन के अभाव में हमारे लड़के सड़कों पर हड़ताल करते रहें और चक्कर काटते रहें और हम कहें कि हम सिलैक्ट कमेटी में तय कर रहे हैं कि इसको कैसे करेंगे उचित यह नहीं है।

मैं माननीय मित्रों के इस सुझाव से सहमत नहीं हूं और जिस रूप मे यह विधेयक सामने आया है, उस विधेयक का मैं हृदय से समर्थन करता हूं।

3.00 P.M.

**श्री शंकर सिंह वाघेला** (गुजरात) : उप सभाध्यक्ष महोदया, माननीय शिक्षा मंत्री जी ने इंदिरा गांधी ओपन यूनिवर्सिटी का जो बिल पेश किया है मैं उसको एक चैलेंजिंग आइडिया कहता हूं। इसके लिए कई देशों में इसके प्रयोग हो रहे है हमारे यहां आन्ध्र में भी हो रहा है। आप ओपन यूनिवर्सिटी फ्रंट एक ऐसा फ्रंट बनाए जो फ्रंट की जिम्मेवारी कार्यवाही वह हो कि ओपन यूनिवर्सिटीज दुनिया भर में जहां भी चलती हैं इनके प्लस माइनस प्वांट्स इक्कठे करके हमारे देश में यह जो यूनिवर्सिटी खुलने जा रही है उसमें मददगार बने, मार्ग-दर्शक बने। यह शिक्षा की जो बात है, कोई भी शिक्षा हो, वह राष्ट्र पुनर्निर्माण के लिए उसके नागरिक के लिए और इंसान के लिए ऐसी शिक्षा दें कि वह एक अच्छा नागरिक बने। देश का 70 परसेंट तबका अनपढ़ है और वही अनपढ़ वोटर से वोट लेकर हमारी लोक सभा या बाकी जहां डेमोक्रेसी चल रही है वहां अनपढ वोटर से वोट लेकर हम शिक्षा नीति की बात करते हैं। तो सब से पहले तो हमें सामान्य आदमी की बात सोचनी चाहिए क्योंकि आखिर पैन इज ए सोशल एनीमल और सामाजिक दृष्टि से उसे सोशल एजुकेशन कैसे देंगे इसका भी आपको विचार करना होगा। हमारे यहां एक्सटर्नल एग्जामिनेशन की सुविधा कई यूनिवर्सिटीज में है, कोरेसपोंडेंस कोर्सेस की बात भी हमारे कई मित्रों ने की, अब एक स्टैप आगे डिसटैंस एजुकेशन टी०वी०, रेडियो, आडियो विजयअल द्वारा आप शिक्षा देने जा रहे है और इसके साथ ही आप यह भी कहते है कि डिवैलपड कंट्रीज में इसका ज्यादा प्रयोग हो रहा है और हम भी उसमें होने जा रहे है। 21वीं सदी में अगर इस देश को ले जाना है और इसका इस्तेमाल करना है तो दो बातों का कन्ट्राडिक्शन इसमें होना है। आप टी०वी०, वीडियो, कैसेट साईस टैक्नोलोजी सैटेलाइट और कम्प्यूटरज द्वारा ऐसी शिक्षा देंगे और दूसरी तरफ गांवों में दूर जो इंसान बैठा हुआ है जिसको पता नही है कि साईस क्या है, जिसको पता नहीं है कि टैक्नोलोजी क्या है, जिसको पता नहीं है कि 21वीं सदी कहां जा रही है, उसके बारे में आपने कभी सोचा है ? गांव में दूर बैठा हुआ जो हमारा अनपढ़ गंवार भाई-बहन है उसके बारे में कभी आपने सोचा है ? एडवांस एजुकेशन देने में साईस और टैक्नोलोजी और यह जो इनकी बात है दोनों का तालमेल आप कहां बैठा रहे है ? वह भी आपको इसमें देखना होगा। आज की यूनिवर्सिटीज जिनमें पोलिटिक्स और करप्शन आदि का वातावरण है, उनमें से निकले हुए हमारे बेकार ग्रेजुएट्स जिन की अपनी कुछ प्राब्लमज है, समस्यायें हैं और वह चाहे गुजरात की नव रचना समिति हो, चाहे आसाम की आसू फैडरेशन हो और चाहे पंजाब की स्टूडेण्ट फैडरेशन हो, उनकी समस्याओं को आप दूर कर सकते हैं ? अभी जो बेकार ग्रेजुएट्स हैं इन बातों को सोचकर उनमें अनरेस्ट हो रहा है, क्योंकि उन्हें रोजगार नही मिल रहा है। इनको काम देने के हिसाब से ओपन यूनिवर्सिटी के अन्दर क्या ऐसे कोर्सेज भी सम्मिलित करेंगे जिससे कि यह जो अनरेस्ट हो रहा है वह नही हो। आप उनको एक ऐसी दिशा दीजिए जिसमें कि वे रचनात्मक काम करें और नैगेटिव तथा दूसरे काम नही। इसमें जो बेसिक एजुकेशन सिस्टम है जिसके बारे में आपकी जो शिक्षा नीति है और इसके बारे में पांडिचेरी का जब बिल आया तो उसे मैं सुन रहा था और आज भी सुनता हूं तो लगता है कि काफी बातें शिक्षा नीति पर चल रही हैं, सब्जेक्ट अलग है और बात होनी है शिक्षा नीति की . . . ।

उस शिक्षा नीति को कहीं जोड़कर आप ऐसी बात इसमें दें, जिससे शिक्षा नीति का जो सेंटर आइडिया है, सबके बीच में आए। इसमें भी पोजीटिव बात आप लें, जो सबके उपयोग में आए। ऐसा कुछ सोचें।

आज कालेज में जो विद्यार्थी है, वह सुनता है और जो शिक्षक है, वह बोलता है। सुनने वाले बहुत हैं, लेकिन बोलने वाला एक है। विद्यार्थी कालेज में तो क्वैश्चन कर सकता है कि इसके बारे में क्या होगा ? इसमें क्वैश्चन करने के लिए, पूछने के लिए कि इसमें मैं समझ नहीं

[श्री शंकर सिंह वाघेला]

पाया, इसके लिए आप कोई प्रोग्राम लाएंगे या जिस चीज को पूरा समझ नहीं पाए, इसके लिए आमने-सामने बैठने के लिए क्या सुविधा है, इसका भी आप इसमें उल्लेख करेंगे, तो अच्छा रहेगा।

हमारी जरूरत है, आज जैसे कि चीन में है हाफ-हाफ एजुकेशन अर्थात् 8 घंटे का स्कूल है, उसमें से चार घंटे अगर वह एग्रीकल्चर साइड से है, तो चार घंटे वह खेत में जाएगा और चार घंटे स्कूल में जाएगा और अगर इंडस्ट्रियल साइड में है तो चार घंटे कारखाने में जाएगा, चार घंटे स्कूल में जाएगा। यह हाफ-हाफ एजुकेशन सिस्टम है जो चीन में, इसके बारे में भी आप विचार करेंगे। क्योंकि आज का जो हमारा अध्यापक है, वह चार घंटे की नौकरी नहीं करता और 1500/- में 2000/- रुपये तक की तनख्वाह पाता है, काम भी कुछ नहीं। पढ़ाए, तो पढ़ाए, न पढ़ाए तो न पढ़ाए। तो ऐसी अच्छी नौकरी है यह अध्यापकों की, जिसमें एक 45 मिनिट का पीरीएड लगा दिया या दो पीरीएड पूरे किए, बस बात पूरी। जो पढ़ने वाला है, वह सिर्फ सुनने वाला है, वह पढ़ने वाला एक्टिव हो, बोलने वाला भी हो, वह भी आपस में पार्टिसिपेट हो, जिसमें कुछ ज्ञान निकले। तो इसके बारे में ध्यान देना है और आपको इसमें सोचना चाहिए।

मैं समझता हूं, जब से हम आजाद हुए हैं, अंग्रेजों के समय से, मैकाले के समय से हमारी शिक्षा नहीं है। यह जगत गुरू भारत रहा है और हमारे मित्र भारद्वाज जी ने अभी एक अच्छी बात कही कि हमारे यहां बहुत अच्छे पुराने एजुकेशन के इंस्टीट्यूट रहे हैं। इस देश ने दुनिया को और ज्ञान देना है और इसमें अच्छे अच्छे एक्सपर्टस लोगों का जितना उपयोग हो सके, वह हो, ताकि देश में ज्यादा से ज्यादा लाभ ज्ञान का सबको मिलना चाहिए।

आज का हमारा जो एक्जामिनेशन सिस्टम है, वह नौकरी पर आधारित है। आदमी क्यों पढ़ता है, डिग्री लेनी है, डिग्री क्यों लेनी है, नौकरी पानी है, क्यों नौकरी पानी है, रोटी खाना है और रोटी खाने के लिए उसको डिग्री लेनी है, डिग्री लेने के लिए ही पढ़ना है। अगर आप डिग्री जो डिलिंक करेंगे, तो शायद इतना भी पढ़ना न हो। पढ़ने के पीछे उसका इंटेंशन नौकरी का है, वह इंटेंशन भी खत्म हो जाएगा। तो जोब-डिलिंक करने से क्या फायदा होगा, क्या नुकसान होगा। परीक्षा डिग्री के लिए है, डिग्री नौकरी के लिए और नौकरी रोटी के लिए, यह पूरा सिलसिला आज की शिक्षा नीति का सबसे ज्यादा बेढंगा है। इसके बारे में ओपेन यूनिवर्सिटी में कैसे इस ढांचे को ठीक रखकर जो उसकी रोटी का सवाल जुड़ा है, वह और डिग्री नहीं ज्ञान चाहिए, यह कैसे आप देंगे? इसमें भी आप डिग्री जोब-डिलिंक करेंगे, क्या करेंगे? और सोशली यूजफुल प्रोडक्टिविटी वर्क, आदमी जो कुछ करता है, वह उसके पीछे जो समाज है इस के लिए कुछ करना है, समाज के उपयोग में वह आएगा क्या? यह ज्ञान समाज के लिए है क्या? इसमें सोशली यूजफुल प्रोडक्विटी वर्क भी होना चाहिए और आज जो आपके पास मीडिया है। उस मीडिया का उपयोग मिसयूज भी हो सकता है, एब्यूज भी हो सकता है, ओवर-यूज भी हो सकता है। तो इसका पोलीटिकल अगर उपयोग होता है, नुकसान होता है, तो इसका मिस-यूज एब्यूज, ओवर-यूज न हो, लेकिन कटीन्यू एजुकेशन, जैसे जयपुर के हमारे एक वाइस चांसलर थे — मनमोहन सिंह उनका नाम था, उन्होंने कन्टीनुइंग एजुकेशन की बात की थी। आज मैंने एम०ए०, एम०एस०सी०, एम० काम० कर लिया तो मेरी एजुकेशन खत्म हो गई, मैं प्रेक्टीकल नहीं करता रहूंगा तो मेरी नालेज खत्म हो जायेगी, तो कन्टीनुइंग एजुकेशन के लिए मीडिया का उपयोग ज्यादा हो। तब उस का फायदा हो जाता है। मीडिया का उपयोग है जस्ट टु इन फार्म। आप सबको इन फार्म करते हैं। जिनके हाथ में मीडिया है वह उसका अच्छा भी उपयोग कर सकते हैं पोलिटिकल भी उपयोग कर सकते हैं। वे शिक्षा भी दे सकते हैं, एन्टरटेन भी कर सकते हैं। एन्टरटेनमेंट, एजुकेशन एण्ड

इन फारमेशन तीनों का लिंकिंग करके इस ओपिन यूनिवर्सिटी की कल्पना हुई है। यह सही ढंग से आना चाहिए जिससे मीडिया का मिस्यूज न हो।

आखिरी मेरी बात मीडियम की है। आदमी अपनी मातृभाषा में जो समझ पाता है वह दूसरी जबान में नहीं समझ पाता। प्रइमरी एजूकेशन अपनी मातृभाषा में ही होनी चाहिए। आप भाषा का प्रश्न कैसे हल करेंगे। दूर बिहार का आदिवासी तबका है जिसको आप सिखाना चाहते हैं या ऐसे लोग हैं गुजरात के या बंगाल के या साउथ के। तो लेंग्वेज प्राब्लम के लिए मैं आपको सुझाव देता हूं कि रीजनल लैंग्वेज में ट्रांसलेशन के लिए पूरी एक व्यवस्था रख कर प्रोग्राम को रीजनल लेंग्वेज में डब किया जाय और फिर आप सेटलाइट के चेनल्स से सब के लिए उपयोग कर सकते हैं। कास्टली तो बनेगा। आडियो विजुअल एक्विपमेंट और डीसेंटर्स पूरे एक्विप नहीं होंगे तो भी इसका फायदा नहीं रहेगा। इसलिए कास्टली बनता है तो भी एक्विप किए जायं और जहां महसूस करते हैं कि भेजना आवश्यक है वहां स्टडी सेंटर पूरे एक्विप होने चाहिए, आडियो विजुअल एक्विपमेंट जितने चाहिये सब एवेलेबिल होने चाहिए जैसे बीबीसी से लार्ड कैनेथ क्लार्क की सिविलाइजेशन की सीरीज है या ब्रोनोवल्सकी की एसेंट आफ मेन है, ऐसे लोगों द्वारा बनाई अच्छी सीरीज का भी इस्तेमाल किया जाय जिससे सुननेवाला, देखनेवाला प्रभावित हो कि मुझे इसी दिशा में जाना चाहिए, वह सोचे कि मैं कैसे अपने समाज के लिए उपयोग में आऊं, अपने देश के लिए उपयोग में आऊं।

इन शब्दों के साथ मैं इस बिल को चेलेंजिंग आइडिया कहते हुए सब चीजों में तालमेल बिठाते हुए एक अच्छी चीज देश के काम में आए इस प्रार्थना के साथ मैं अपनी बात समाप्त करता हूं।

PROF. B. RAMACHANDRA RAO (Andhra Pradesh): Madam, Vice-Chairman, I rise to support the Bill to establish the Indira Gandhi National Open University, 1985. This is indeed a university which has a special character, a unique institution whose objectives are among the best to the cause of higher education; and to make the best quality of higher education accessible easily to the common man particularly those downtrodden sections of the community but who have the ability to beat the best brains in the country. The University functions as per the ideals laid down in the first Schedule which are very well brought out. It should serve the cause of those unfortunate brethrens and show to the country at large that the talent, intellect and genius are not confined to the upper echelons and affluent sections of society. You are all aware that 80 percent of the seats in the higher educational system is taken by the 30 percent of the top income groups and I do hope that this imbalance will be rectified by the new University. I am, indeed, surprised that it took our country 37 years to bring about this Bill and to realise the necessity of an open university. This University ought to have been created, perhaps, soon after independence. If such a thing had happened, we would not have had the proliferation of 5,000 colleges and 140 Universities today. I wonder, whether, hereafter, with the creation of this University, this mushroom growth of the colleges will be put an end to and I do hope that this will happen. The Universiy is rightly called the National University. Perhaps, this is the only Central University which will have a truly national character in the sense that the University, although, the Headquarter is located in Delhi covers every nook and corner of the country and it will not have its own courses, its own regular students in its own campus. In that sense, it will be a National University. Already, people are referring to this Univesrity by the acronym JGNU—Indira Gandhi National University. When this University is called open University, somehow gives an impression that the rest of the universities are all closed but this is not the case. the University is rightly named after Mrs. Indira Gandhi and I would like to quote from one of her convocation addresses. A very pertinent passage which is relevant to this University. I quote:

[Prof. B. Ramachandra Rao]

For us in India, the need for scientific and technological training is not just a desireable end, but is necessary for our very survival. Science and technology, should become part of our lives regardless of profession or inclination—Both should be related to national needs".

I congratulate the Government for naming University, this institution after our great departed leader, who has truly been the architect of the vast net work of scientific and technological laboratories and who has taken the country forward in various ways in the different sectors of our economy. I do hope that this University named after Mrs. Gandhi will not ape the other Universities which have been awarding degrees based on Correspondence Courses. There are about 24 Universities now offering Correspondence Courses besides the Andhra Pradesh Open University. The new University, I hope, will take up in right earnest activities, in the spirit of Mrs. Gandhi's ideal of taking the country forward and our Rajiv Gandhi's ideal of taking the country soon to the 21st century ahead of the rest of the developed countries. I hope this University will take up in right earnest science and technology, at least, such of those technological courses which can be easily handled by this University—subjects like Electronics, Computer Science and many courses which do not require sophisticated workshops and major instrumentation. The University is called Indira Gandhi National University. Unlike many other Central Universities, which are gradually losing their national character, I am sure, this University will retain its national character. However, I would like to mention here that the success of this University depends on use of modern media like T.V., Radio, contact classes and the development of many teaching aids which has not been specifically mentioned in the document. The success depends on the coordination between particularly those associations and this institute. The country has wasted lot of its resources in building up a vast net work of colleges, particularly, those who teach only Commerce, Arts, Humanities. And as I told you, there are 52,00 colleges, of which nearly two-thirds are only arts, commerce and humanities colleges. They hardly work for 100 or 120 days in a year and for hardly two to three hours a day. This great national asset in the form of buildings, libraries, etc. is used for such a small span of time. I do hope that this university will make use of these huge assets that we have, of so many colleges with libraries and rooms being most of the time empty and see that the entire university education is accessible to everyone in he same colleges rather than create new institutions wasting money.

SHRI. K. C. PANT That is the idea.

PROF. B. RAMACHANDRA RAO: What we will be facing now, as I see in this new educational system, is not lack of subjects, lack of resources or lack of any other facility but lack of the right type of teachers. I will tell you why: it is because most of our teachers do not at all aware of at the present mo- students. You talk of distant communication which this university is expected to introduce—a programme of communicating with students at great distance. Our teachers do not know how to communicate with their students right before them. In the light of this, my feeling is that this university has to undertake a vast programme of training teachers in mass communication, distant education methodologies, which many of our teachers are not at all aware of at the present moment. And this is a point I which like strongly to bring to the attention of the Education Minister, that before the university starts, we must start a very massive programme of training teachers.

The other important problem which has not been highlighted in the various clauses is that the National Open University in the British system started with the development of audiovisual media and more important of scientific kits and apparatus The British National Open University has developed hundreds of kits which have been designed, developed, produced and supplied to various institutions. These four stages we have to start from now onwards. May be we can copy some

of them, but our courses are not exactly identical to the British Open University system. I am sure the British Open University system will give us the franchise rights, to duplicate its equipment and this way we can go faster with the knowledge already developed, well developed and available in the British system. I have no doubt that we have many scientists who can evolve courses which can be conducted well.

The third major problem is, any open university has to have very massive programme of printing. If a country like Thailand has three lakhs of students and Pakistan has one and a half lakh of students, in a country like ours, we expect at least to start with about six lakh students. Now this involves a massive printing programme. I do not know how this university will handle this, but it requires a tremendous effort on a massive printing programme.

Secondly, with a large number of students, six lakhs of students, hopefully going up to 20 lakhs or by the end of the century, we require a computer centre much larger than the National Informacies Centre which is supposed to be the largest in Asia today. Such a system is available in Delhi but probably they will need one even larger than that.

One last point that I would like to mention is about the fees that the university will charge. The fees, I hope, will be within reasonable limits, will be such that an average person can take up these courses and it will not be taxing on them. Many of the correspondence courses in the universities have become propositions for making money. I know of some universities who have earned, on an average about Rs. 10 to Rs. 20 lakhs every year. This national university should not aim at earning money but use it to provide more facilities.

I have a couple of comments on the individual clauses here. One of the things which I have informally mentioned is the relationship of this university with the University Grants Commission, which has also been created with a view to determining and coordinating standards of university education. This national university has also to determine and coordinate standards of education in the continuing education programme, in the distant education programme. In other words, this university is not like any other university. It has to coordinate and see that the standards in every one of those correspondence courses existing in the university are maintained, keeping in view that the UGC and this institution work together hand in hand.

There is a provision to constitute a board of management. The details have not been spelt out. I do hope very soon the details will be worked out as to what the composition of the board of management will be, how many Members of Parliament will be there, how many experts will be there from outside, how many from within the university, etc.

Clause 9(vi) deals with establishment of Regional Centre and Study Centres. I must envisage that there will be not less than two to three thousand study centres in the country. If we have really to spread this education to every nook and corner, then perhaps more study centres have to be established in places where there are no colleges. There are many tracts in the country like the tribal regions, the forest regions, where there is not even a single college. Perhaps some new centres will have to be established. I would not like to bother you going into details. But may I say, I hope that this university, unlike some universities, will not have the rigidity of course structure, will not putting controls on age, qualifications for entrance, etc. The unversity admission should be truly open in the sense that anybody with a thirst for knowledge can appear for the entrance examination and be qualified to take the course of his choice.

May I say that, contrary to the common belief, an open university produces sometimes the best students. I had some acquaintance with the correspondence courses in Delhi and the first ten ranks were captured by the people from these correspondence courses. So, in due course I expect that all those people who are not necessarily taking classes in the regular

*National Open*

[Prof. B. Ramachandra Rao]

universities, will top the list proving thereby that all the best talent is not getting the opportunity to get into the regular courses, and in that sense I do hope that this system will show that we have not been able to capture all the talent.

I would like to mention in the end, a question will arise what will happen to the 24 odd open universities or the correspondence education that is there, what the relationship will be of those institutions with this university? Whether they will change their courses to suit the open university now coming up at the Centre. My answer to that will be that it will be the survival of the fittest. The students, the persons, who take the courses, know which is the best course. Therefore, all those universities offering correspondence courses will disappear, become almost extinct, if this university sets up an ideal system and that is good for the country. No university should give a substandard correspondence course. And in that sense it will serve as a model for all the 24 and old universities.

I would like ultimately to mention here education is a continuous process and as one famous scientist Paracelsus said, no man finds his teacher in the class-room nor does he find his master by the fireside. Education is a continuous process throughout one's life. And in that sense the open university should offer courses not necessarily for passing a degree but for any body to enrich his knowledge, not necesarily donfinig itself only to giving a degree. I would like to take a particular course and enlighten myself. If you confine the univertity only to degree-giving. I think it would not serve the purpose. It should serve the tastes of all people, it should satisfy their thirst for knowledge. And that is one major point I wanted to make.

In conclusion, I do hope that this university will make a definite contribution to correct the imbalances that are existing in the universities, the curtains that are existing between science and humanities and commerce. It should try to integrate science and humanities in particular. Let us hope that the university, named after our great leader who laid down her life for the nation's unity and integrity, will foster this great ideal and become a citadel of learning where there is freedom to inquire boldly and readiness to differ courageously expressing one's doubts where there are the highest talent, scholarship, creativity and genius are respected and cultivated and where knowledge, understanding and true humility will go hand in hand.

Madam, let me conclude, in the end, with a quotation from the late Pandit Jawaharlal Nehru's Allahabad University Convocation Address which conveys in clear terms what an ideal University should stand for:

> "A University stands for humanism, for tolerance, for reasons, for adventure of ideas and for the search for truth. It stands for the onward march of the human race towards even higher objectives. If a University discharges its duties adequately, then it has served the nation and its people well."

Madam, I do hope that this University, which I strongly support, will serve this purpose and will serve the nation well. Thank you very much.

THE VICE-CHAIRMAN (SHRIMATI KANAK MUKHERJEE): Now, Mr. Ram Naresh Khushwaha.

**श्री राम नरेश कुशवाहा** (उत्तर प्रदेश): उपसभाध्यक्ष महोदया, मैं इस विधेयक का समर्थन करते हुए कुछ प्रश्न माननीय मंत्री जी से करना चाहूंगा। आज इस देश में जितनी दुर्दशा शिक्षा की हुई है उतनी दुर्दशा शायद ही किसी अन्य विषय की हुई हो और जब से देश आजाद हुआ है जो भी मंत्री आता है कुछ न कुछ शिक्षा पद्धति में परिवर्तन की बात करता है। शुरू हुआ था कि शिक्षा नीति में परिवर्तन किया जाएगा तो फिर उसके कुछ दिनों के बाद कहा गया कि शिक्षा नीति में मौलिक परिवर्तन किया जायेगा उसके कुछ दिनों बाद कहा गया कि शिक्षा नीति में मौलिक परिवर्तन किया जायेगा उसके कुछ दिनो लाद कहा गया कि शिक्षा नीति में आमूल-चूल परिवर्तन किया जाएगा लेकिन हुआ क्या ? परिवर्तन तो सचमुच हो

गया यानी जिस स्कूल में टाट पत्थर था वह भी गायब हो गया, ब्लैक बोर्ड था वह गायब हो गया, छत भी गायब हो गई और पढ़ने के नाम पर अब माई बाप इम्तहान देते हैं और बेटा पास हो जाता है। अब बेटा नहीं पढ़ता है माई बाप इम्तहान देते हैं और बेटे पास होते हैं। जिसके मां बाप पढ़े हों वह फर्स्ट डिवीजन मे पास होता है और जो अपने मन से पढ़ता है वह थर्ड डिवीजन में पास होता है। शिक्षा गुलाम, बेकार और बेईमान बनाने का कारखाना बन कर के रह गया है। लड़के ने स्कूल में कदम नही रखा कि पहली बात उसके दिमाग में यह बैठाई जाती है कि तुम को नौकरी करनी है। नौकरी पाया नही पहले सवाल लोगों का होता है कि कितनी ऊपरी आमदनी है और अगर कुछ नहीं मिला तो बिलकुल बेकार रहता है धोबी का कुत्ता न घर का न घाट का। पढता है मेज कुर्सी पर बैठ कर के गोगर से हो जाती है दुश्मनी, गोबर उठा नहीं सकता, नौकरी मिल नही सकती है, पढ़ा है ठाठ-बाट से, चाय पकौरी खा कर के, शान से रह कर के, पतलून पहन कर के, अब भला धोती कुर्त्ता पहन कर खेत में जाएगा? नतीजा क्या होता है? वह बिलकुल बेकार होता है। दिन भर सोता है और रात भर उपद्रव करता है। चोरी, डकैती और सारी दुनिया भर की चीजें वहां शुरू हो जाती हैं क्योंकि उसको ठाठ-बाट चाहिये और जो बेच कर के वह मां-बाप दे नहीं सकते हैं तो आखिर आयेगा कहां से? सारी बुराइयां उसमें शिक्षा ने लाकर के थोप दी हैं। मैं यह जानना चाहूंगा कि क्या विश्वविद्यालय हमारे उन विद्यालयों से कुछ हट कर के होगा? इतना ही नहीं अब शिक्षा के तरह की होगी? शायद उस मे भी चार वर्ण बन गये हैं ब्राह्मण, क्षत्रीय, वैश्य और शूद्र। अब ब्राह्मण शिक्षा वह पाता है जो कानवेंट स्कूल में पढता है। वहां पर देश को चलाने वाले लोगों के बच्चे पढ़ते हैं।

उसके बाद कुछ क्लर्क वगैरह पैदा करने के लिए रजीडेंशियल यूनिवर्सिटीज हैं या और सब हैं, कुछ यूनिवर्सिटीज एफीलियेशन वाली है जिसमें जो चाहें पढ़े तो पढ़ें, न पढ़े तो घर जायें और नकल करके पास हो जाये या सर्टिफिकेट 500-1000 देकर ले लें, जहां मन न हो, रोड़मास्टरी करें। चौथी यूनिवर्सिटी यह खुल रही है और मैं समझता हूं कि यह भीड़ भगाओं, यूनिवर्सिटी है, जिसका नाम कहीं एडमिशन न हो, वह इस संतोष के लिये नाम लिखा ले और पढ़े लेकिन उसको मिलना जुलना था होना कुछ भी नही है। तो माननीया आखिर यह कैसे चलेगा? मदुस्मृति शुद्रों को पढ़ने नहीं देना चाहती है। इस व्यवस्था से हम मदुस्मृति की व्यवस्था की ओर लौटकर नहीं जा रहे हैं। लिखा नहीं गया है कि हम तुमको पढ़ने नहीं देंगे लिखा तो गया है कि हम सबको पढ़ायेंगे लेकिन वास्तविकता यह है कि केन्वेन्ट स्कूल्स के अलावा और कहीं नहीं पढ़ायेंगे। कहीं यूनियनो का लड़ाई झगड़ा चलेगा। लाठी-बल्लम चलेगा और कहीं कुछ होगा कहीं कुछ होगा।

वाइस-चांसलर को बिलकुल अधिकार होना चाहिये। पूरा-पूरा अधिकार मिलना चाहिये। हमारे पांडे जी नही हैं इसका समर्थक हूं कि गुरू को सम्पूर्ण अधिकार मिलना चाहिए। लेकिन गुरू क्या आई० ए० एस० होगा। एक समय था अब तो कुछ कम हो गया है कि उत्तर प्रदेश की यूनिवर्सिटीज सारे वाईस चांसलर्स आई० ए० एस० थे पुलिस बैठी हुई गोलियां चलाया करती थी। क्या ये आई० ए० एस० के लोग बी० ए०, एम० ए० पढ़ायेंगे और कन्ट्रोल करेंगे यूनिवर्सिटी वही चला सकते है, माननीया आपकी मर्जी और देश को बनाने लायक जो देश के माननीय विद्वान हैं, अपने विषय के माननीय विद्वान हैं। उनको बहुत अधिकार की जरूरत नही पड़ेगी। मैं अपने अनुभव के आधार पर आपको यह कह सकता हूं कि अगर अध्यापक अपने विषय का पंडित है, निष्पक्ष है, चरित्रवान है तो लड़के दुनियां के लिये कातिल हो सकते लेकिन वे उसके सामने दूध पीते बच्चे की तरह रहते हैं। कोई कारण नहीं हो सकता कि अनुशासनहीनता हो, लेकिन जब अध्यापकों की भर्ती भाई भतीजावाद,

[श्री राम नरेश कुशवाहा]

जातिवाद और तमाम दूनिया भर के क्राइटेरिया पर होगी, तो क्या होगा ?

मान्यवर, आचार्य रामचन्द्र शुक्ल किसी यूनिवर्सिटी से ग्रेजुएट नही थें जिदगी भर फेल होते चले गये बी०ए० में । यूनिवर्सिटी मे नियम है कि हैड आफ दा डिपार्टमेंट वहीं हो सकता था जो एम०ए० हो तो आचार्य रामचन्द्र शुक्ल जी को मानद डिग्री दी गयी । तो डिग्री होना कोई क्वालीफिकेशन तो है नहीं और मैं समझता हू कि आज तो बिलकुल बेकार है । कम से कम 10–15 वर्ष से तो यही हो रहा है कि जिनके मां बाप इम्तिहान देने लायक हैं या कट्टा चलाने लायक लड़का है वही यूनिवर्सिटी टाप कर रहा है या जो हेड आफ द डिपार्टमेंट के चाहते या चहेतिया है, या नात-गोत या जाति बिरादरी के हैं नहीं तो पैसे से खरीद सकता है कोई भी । लेकिन कोई भी मेरीटोरियस लड़का आजकल टाप नहीं कर रहा है, अगर कहीं टाप किया हो तो बता दीजिए । माननीया यह क्या हो रहा है । हम शिक्षा का सर्वनाश कर रहे हैं। तो क्या हमारा यह विश्वविद्यालय शिक्षा को दुरुस्त करने के लिए होगा । इसमें कोई नवीनता होगी ? और माननीया मुझ प्रसन्नता है कि कम से कम "रफीकों से रकीब अच्छे जो जलकर नाम लेते है, गुलों से खार अच्छे हैं जो दामन को थाम लेते है" अगर कहीं एडमीशन नही होता है तो आपकी इस यूनिवर्सिटी में तो एडमिशन हो ही जायेगा ताकि कभी न कभी यह कहने लायक हो ही जायेगा कि हमने पढ़ा है और कोई सर्टिफिकेट हमारे पास है, गरीबों के पास है । लेकिन उससे क्या होगा, तो मेरा आपसे निवेदन है कि इस यनिवर्सिटी को कुछ और अगल-बगल से चलाइय ।

क्या हुआ राष्ट्रीय एकता का ? राष्ट्रीय एकता के लिए आपने त्रिभाषा सूत्र बनाया था । क्या त्रिभाषा सूत्र का देश मे कहीं पालन हो रहा है ? कैसे रहेगी देश की राष्ट्रीय एकता ? त्रिभाषा सूत्र में जबरदस्ती संस्कृत को डाल दिया गया... **(व्यवधान)**

**एक माननीय सदस्य** : संस्कृत नहीं ।

**श्री राम नरेश कुशवाहा** : यह कहीं जगह है, यू०पी० मे है, कहीं उड़ गया है, कहीं है ।

**श्री हयातुल्ला अन्सारी** (नाम निर्देशित): उत्तर प्रदेश में है .. **(व्यवधान)**

**श्री राम नरेश कुशवाहा** : उसका नतीजा यह है कि सस्कृत अध्यापक हर जगह मिल जाते है, तो कौन बंगाली पढ़ाने के लिए बुलाए, कौन तमिल, तेलुगु और कन्नड़ पढ़ाने के लिए बुलाए और जब यह पढ़ाने के लिए नहीं बुलायेंगे, तो आप यूनिवर्सिटी में क्या पढ़ायेंगे अगर उसको पाठ्यक्रम में ही रख दें और इतना ही नहीं है, नतीजा यह होता है कि न हम तमिल, तेलुगु जानते है और न व हिंदी पढ़ते हैं । वह कहते हैं कि आप हमारी भाषा नहीं पढ़ोगे, तो हम तुम्हारी भाषा नहीं पढ़ेंगे और राष्ट्रीय एकता का सारा वातावरण ही इस त्रिभाषा फारमूले में गड़बड़ करने से खराब हो गया ।

तो क्या हमारी यह नई यूनिवर्सिटी राष्ट्रीय एकता के लिए कुछ और ठोस कदम उठायेगी, पढ़ाई मे कुछ इस तरह का परिवर्तन करेगी कि क्षेत्रीय भाषाएं राष्ट्रीय भाषा के साथ-साथ चलें ।

अंत में मैं एक बात और करना चाहूंगा कि अंग्रेजी सह-राष्ट्र-भाषा हैं, राष्ट्र-भाषा हिंदी है, लेकिन आज रानी हो गई लौंडी और लौंडी हो गई रानी । तो यह रानी जो है, यह रानी कभी बनेगी कि नहीं और ..

**एक माननीय सदस्य** : कठिन है ।

**श्री राम नरेश कुशवाहा** : और आपकी इस यूनिवर्सिटी में रानी की क्या हैसीयत होगी ?

क्योंकि, महोदया, रखैल ज्यादा प्यारी हो जाती है अपनी सती-साध्वी पत्नी से..

**एक माननीय सदस्य** : यह तजुर्बे की बात है क्या ?

श्री राम नरेश कुशवाहा : ...और यह जो रखैल है अंग्रेजी, यह हावी है हमारी रानी पर, रानी को सांस भी नहीं लेने दे रही है।

मैं चाहूंगा कि चाहे हिन्दी को जो भी स्थान दीजिए, लेकिन अंग्रेजी तो उसमें प्रमुखता में नहीं रहनी चाहिए और चाहे जितना भारतीय भाषा को महत्व दीजिए, हमको इससे झगड़ा नहीं है और, महोदया, विदेशों में विदेशी हमको भारतीय वेशभूषा से, धोती-कुर्ता से जानता है, बल्कि मैं शत-प्रतिशत कह रहा हूं कि शिक्षा ही दिमाग बनाती है और शिक्षा का ही असर सब जगह रहता है। क्या अगर अंग्रेजी को हटा दिया जाएगा तो क्या पतलून पहनने वाले को अकलमंद और धोती पहनने वाले को मूर्ख समझेगा, नहीं समझेगा। लेकिन यह अंग्रेजी का माहौल है जिसने हमारे दिमाग को इतना खराब कर रखा है कि किसी यूनिवर्सिटी का वाइस-चांसलर दिन भर सैकण्ड-क्लास के डिब्बे में घूमे, कोई नहीं बैठने के लिए कहेगा। लेकिन अगर महामूर्ख मारतंड भी पतलून पहन कर उस डिब्बे में घुस जाए, तो दो स्टेशन जाने के बाद कह देंगे बबुआ कब तक खड़े रहोगे, बैठ जाओ। खिसक करके जगह दे देंगे। आप क्या समझते हैं कि इस अंग्रेजी ने हमारा कम नाश किया इस देश का और फिर देश को आप क्या बनाना चाहते हैं?

इसलिए माननीय पंडित जी से मैं निवेदन करूंगा कि आपके हाथों में इतने दिनों के बाद वह ताकत आई है कि आप इस देश को अपने मन के मुताबिक ढाल सकते हैं और मैं आपसे निवेदन करूंगा कि पंत जी की आत्मा हिंदी में है, उनकी वेश-भूषा आचरण और लम्बी-लम्बी मूंछे भारतीय सभ्यता की याद दिलाती थीं और आप उनके सुयोग्य पुत्र--बड़े बाप के बड़े बेटे हैं और मैं आशा करता हूं कि आपकी इस नई यूनिवर्सिटी में हिंदुस्तानी का और भारतीयता का प्रादुर्भाव होगा और देश में अंग्रेजियत का नामोनिशान मिटने का प्रारम्भ होगा।

SHRI PAWAN KUMAR BANSAL (Punjab): Madam, Vice-Chairman the primary object of every Government in the world today is to raise the standard of living of the people and this is directly related to the level of literacy and the quality of education imparted in the schools and colleges. In our country, in spite of the weak economy that we inherited at the time of independence, the successive Congress Governments have been according priority to the expansion of education. However progress made so far notwithstanding, our education system has not fully succeeded in affording equal access and equal opportunity to all the sections of society. The dropout rate continues to be alarming either because the formal system of education often tends to be anachronistic with the changing times and attitudes or because the weaker sections of the societ are compelled to take up jobs owing to financial difficulties while the age-old traditions continue to confine many women to their homes.

Realising the importance of distance education in a country as big and as populous as ours and to make education more meaningful to the teeming millions and also need based, our pragmatic Prime Minister said immediately after assuming office that a fresh look would be given to the national education policy. It is gratifying that within a period of six month, the Government have introduced this Bill to establish a National Open University at Delhi. This is a welcome step. Though there is already an Open University in Andhra Pradesh, it is for the first time that a University at the national level will be set up to promote non-formal and a non-conventional pattern of education.

Madam, a look at the contents of the First Schedule to the Bill enumerating the objects of the University gives a feeling of hope about the future of education in our country. All the courses of study would be employment-oriented and aim at proper utilisation of our natural and human resources for strengthening the economy of the country. It would also

[Shri Pawan Kumar Bansal]

open doors of higher education to people living in remote and rural areas and check the obsolescence of knowledge, training and skills in job market because of rapid developments in science and technology. The University would also discard the present-day rigidity about methods of learning, period of completing the courses, age of enrolment, and examination system. This approach would introduce a system of life-long education of the citizen to promote learning and pursuit of excellence in new and developing fields of knowledge.

Madam, the object to impart quality education and training in arts, crafts and skills of the country would make the University a really non-conventional one while the use of innovative teaching methodology and latest scientific knowledge would help offer a high quality of education to match contemporary needs.

An important feature of the present Bill is that the rigid class-room system would give way to a flexible and open one using a variety of means, including films, tapes, video cassettes, radio, television and, of course, correspondence courses and per- social contract programmes for imparting instruction in the various courses of study under the academic programmes of the Open University. The correspondence courses have been introduced already by various Universities. But in those cases the syllabi followed is the one prepared by the concerned faculty for regular students, and the required functional independence is not available to the Directorate or the Department of Correspondence Courses, Adult Education or Distansce Education in these Universitties. It is now under the present Bill that it is postulated to grant to the National Open University the powers and jurisdiction to determine the standards in the Open University and the distance education systems and to plan and prescribe courses of study for degrees, diplomas, certificates or for any other purpose. The research conducted by the scholars under the Open University will also become more purposeful and have a greater nexus with the object because of the free working environment and innovative approach permissible to the research scholar. This will not only improve interaction between the academia and the professionals but also encourage inventions and development in various fields, thereby boosting growth and generating funds for further research.

Madam, another interesting departure from the present system that the proposed National Open University will introduce is regarding combination of courses and transfer of credits with other Universities. This is a revolutionary step in the field of education. If I understand the provision correctly, this will enable a person who has enrolled himself with the Open University to pursue his studies or research uninterrupted anywhere in the country even in the event of his transfer in service or change of residence from one corner of the country to another. Being non-conventional, non-formal in approach and action, the open university should serve the avowed object of promoting national integration and integrated development of human personality. It will aim not only on banishing illiteracy but also at raising civic, cultural and general level of the citizen. It should arouse curiosity, promote independent study and develop capacity to think and judge for oneself. These are fundamental prerequisites of participatory democracy and the proposed open university will make a major contribution in this regard.

Madam Vice-Chairman, Mrs. Indira Gandhi fought all through her life for the betterment of Indian masses. She gave her life for unity and integrity of the country. What better name could be given to an institution as the National Open University than to associate it with the distinguished Bharat Ratna. It will not be honouring Mrs. Gandhi but conferring an honour on the university itself by naming it after Mrs. Gandhi "सा विद्या या विमुक्तये" *i.e.*, Education is that which liberates, say our Scriptures.

This is the ideal that the Indira Gandhi National Open University should strive to achieve. Liberate us from the self-imposed shackles of imperialist system of education and revive the indigenous system; liberate us from the ageold superstitions and enable us to acquire a modern outlook; and liberate us from the yoke of poverty by imparting employment-oriented education.

Madam, a teacher can give his best to the students if his own life is free of tension and worries. Upon the interest taken by the teacher depends the quality of our future generations. So, in order to expect the younger generations become responsible citizens and pledge their love and toil to the country. It is absolutely essential that the service conditions of teachers, the builders of the nation, are made better than what these are today and also simultaneously to see that somehow the teachers do not make the educational institution hotbeds of politics. While political awareness and consciousness have to be encouraged, it has got to be seen that the various offices or the posts enjoyed by the teachers do not turn sinecure and in fact, the teachers do not use their position for personal gains on the political front.

There are two resolutions seeking a reference of the Bill to a Select Committee of both Houses. This is a major Bill seeking to introduce revolutionary changes in our system of education. Its various features including those concerning the form of a college stipulated under clause 2(d) and its admission to the privileges of the university as well as recognition of institutions of higher learning and conferment of antonomous status on a college or regional centre require an indepth study and analysis as do various provisions regarding constitution of the Board of Management, Academic Council and other authorities and a rational demarcation of their respective functions. A 4-hour debate, I don't think, can really serve the purpose and if referred to a Select Committee, it could reflect the views of Parliament in a greater measure. However, adoption of such a course now may delay the establishment of such university to the 1987 academic session which none of us will want in view of the salutory purpose which this university is supposed to serve, and for that, we want to do it expeditiously. It is heartening to learn—perhaps, judging the sentiments of the Members in the House—the hon. Education Minister has introduced today an amendment to the Bill, that is to incorporate a new clause, clause 40, which gives control to Parliament over the various Statutes, Ordinances and Regulations framed by the University. When these are laid on the Table of the House, I think, we can, on different occasions give our opinion on these and this being a novel and new idea, various problems would crop up from time to time and Parliament, as such, would have an opportunity to discuss them, to deliberate upon them and if need be, to suggest amendments therein. In view of this amendment, I do not think, referring this Bill to a Select Committee would serve any purpose.

The setting up of the open University is indeed a laudable object and I am sure that with each passing day, there will be a constant improvement in its functioning and very soon, it would become a beacon light in the world of education and a veritable vehicle to take the country to the 21st Century. With these words, I support the Bill.

PROF. (MRS.) ASIMA CHATTERJEE (Nominated): Madam Vice-Chairman, I rise to support this Bill. The establishment of a national open university has assumed considerable importance in the context of the restructuring of the educational system. Due to socio-economic problems in the country, to meet the needs emerging in the society, to meet the needs for distance education and also to provide educational facilities to the underprivileged and weaker sections, it is imperative to design a new educational policy. The new system of education which is going to be undertaken by this open University will help the learners to develop fellow-feelings, community feelings and the feeling of oneness which are so essential for national unity. In this context, this National Open University will be an ideal one having a novel and unique character as anybody, anywhere in the country will have the facility for education,

[Prof. (Mrs.) Asima Chatterjee]

which would fulfil the needs of the land and which will have a great impact on the value-oriented system of education.

Madam, this University has been appropriately named the Indira Gandhi National Open University, as she devoted her life for national development, through effective education. She made untiring efforts to eradicate illiteracy, for meaningful education, which would not only help to eliminate the social evils in the country, but also establish communal harmony which would lead to national integration.

In this connection, I would like to mention that several Education Commissions were appointed by the Government of India. There was the Education Commission headed by Dr. S. Radhakrishnan and there was also another Education Commission under the Chairmanship of Prof. D. S. Kothari, who have made valuable recommendations in regard to the restructuring of the existing educational system, which was reviewed in totality in the context of national development. Prof. Kothari made many innovative recommendations to update the system and to make it evolutionary, open-ended and flexible to meet the manpower requirements of overall national developmental tasks. These recommendations should be given due consideration by this University.

Madam, the objective of the Indira Gandhi National Open University has been well-defined on page 14 of the Bill, which differs from the conventional 4.00 P.M. system of learning. In a number of ways as it stipulates previous academic attainments and it liberates the learners from the roll calls by providing facilities for education right to their doorsteps, functioning as a mobile unit. A strong point of this Open University is its multipronged, better to say, multi-media approach to instruction, making liberal views on mass media, on radio and television or even video cassettes and computers, besides the print media. This will help to spread education in remote places where there is very little scope even for elementary education. This has been mentioned under sub-clause (4) of clause 3 on page 3 of this Bill. Not only the opportunities will be provided to the learners to promote the well-being of the community, it will also promote higher education to a larger segment of the population.. Undoubtedly, the restructuring of the educational system, as indicated in the Bill, would provide vocational, technical and professional training programmes which would benefit hundreds and thousands of young and grown-ups, who had not undertaken formal education. The particular importance which has been emphasized in this Bill is that this Open University would aim at—I quote from the press reports by our Education Minister—"Transforming our tradition-bound society so as to meet the surge of technology the worldover which has necessitated changes in the employment patterns, mode of production, organisational innovations as well as social and cultural values."

However, a suitable machinery is to be evolved for coordinating all the centres functioning under this University. I would like to know from the Minister whether for overall assessment and for determining the standards of education suitable measures have been evolved. I believe that a coordination committee would be constituted. If it is constituted, I would like to know, what would be the exact constitution of this coordination committee, how will they function? I hope they are at least going to submit the report every three years.

It deserves mention in this connection that the credibility of an Open University depends on the production of quality of education text and the communication process.

**[The Deputy Chairman** in the Chair]

The nature of the medium has a role to play but more important than the medium is the message. How the message is formulated and designed is of crucial importance in the context of target groups. It is equally important to locate competent and multi-disciplinary scholars who are experts in the art of teaching and conversant with multifold methodologies for teaching even a particular topic and who

can also prepare quality material for a wide variety of courses and for a wide cross section of our population. This necessitates proper selection of experts with the necessary academic qualifications and expertise in the media.

Madam, I would like to know from the hon. Minister whether national symposium on the functioning of this University going to be organised for discussing further improvement on the restructuring of the educational system, if necessary. It is also desirable that the national symposia for the learners are organised in order to have an idea about fruitful results emerging from this new educational policy. I would also like to know how long it will take to provide mass communication centres in all the areas covered under this University, as I understand that this is going to help the learners from the length and breadth of the country. May I know whether suitable organisations have been set up for effective implementation of this distance education programme, particularly in the rural areas? Madam, I have a humble suggestion to make—that the unemployed educated, college and university students should be involved to participate in these non-formal and vocational educational programmes with suitable incentives.

Lastly, for effective functioning of this University, which has taken up a challenging and new programme of education, stringent measures and disciplinary action are to be taken against those employees of the university and also in all the centres of the university who indulge in subversive acts, trying to vitiate the academic atmosphere and disrupt academic activities. I personally feel that the unions of students, teachers and employees should be eliminated in order to do away with politics. A committee should be constituted to review the functioning of the university at regular intervals so that there is no departure from the objectives for which the Indira Gandhi National Open University is going to be established. We all must work had to make the university a prestigious one, fulfilling the lifelong desire of Shrimati Indira Gandhi.

With these comments, I strongly support the Indira Gandhi National Open University Bill. Thank you.

SHRI BIR BHADRA PRATAP SINGH (Uttar Pradesh) Madam, I am thankful to the Education Minister for having brought this Bill because I am told that in 1976 Prof. Nurul Husan had tried once to bring it but since then it has not materialised till now. Anyway the Opposition members who have suggested that it should be referred to a Select Committee have not so far advanced any argument as to why there is any necessity to send it to any Select Committee. Two of the Opposition Members have referred to objections which can be met quite easily. I agree with Shri Kushawaha that in no case should an IAS officer be appointed as Vice-Chancellor. I am quite confident that none of them can be appointed in this Open University; in fact they should not be appointed in any university. Then Mr. Vaghela had referred to the difficulty about distance education in interior villages where there are no television facilities. We know that rado has reached every village, but television has not. Let us hope we can provide community television sets in remote and interior villages where this facility can be availed of.

Now we know that India, which was, of course, a backward agricultural country with a feudal economy, is transforming itself quickly into a modern society. Therefore the need and thrust for education is also on the increase. With ths increased demand for higher education we can realise the difficulty of admissions. Many of the earler speakers have hoped that this pressure would be normalised because in spite of having 140 universities and 5.246 colleges, it has been difficult to get admission in the colleges/institutions which we are running so far. You can imagine what will be the conditions after 5 years. So the present system has not been able to provide effective

[Shri Bir Bhadra Pratap Singh]

means to utilize educational opportunities. The rigidity of a system, such as our older system, presents many difficulties. For instance, attendance has been a disincentive to learners. Combination of subjects, as many Members have pointed out, is another difficulty. These are not relevant to the needs of the learner who wants one combination but the university can compel him to take another combination, thus resulting in a pronounced mismatch between the contents of the programme and the needs of developing sectors. Students as well as the general public would be benefited by this scheme of distant education because this can reach everybody. Whether one has enrolled himself as a student of this University or not, I think the benefits can go even to those who have not enrolled themselves in this University. The biggest benefit to those where class-room lectures are often confined to the ability of one Professor of a subject ad when, unfortunately, the Professor happens to be of a one-track mind. I have the experience of one of my English Professors who taught me Urdu poetry throughout the year and it was so interesting that nobody ever resented it. But the experts of the subject of any residential university can be engaged, thus giving the benefit of the west minds, the best experts which can benefit the learners very much.

Now, correspondence courses have heralded many new things, for instance, mail services exploitation of electronic and other media. Use of these media will unite the teachers and the learners and learning will be on an individual rather than group basis. The provision of a means of two-way ommunication involvement of an educational institution or organization which distinguishes distance education from private study, the possibilities of economies of scale in teaching costs and so on and so forth are the various benefits which accrue.

The British Open University which was created in 1969 and opened in 1971 can be distinguished in many ways, looking to the needs of every society of every country and its circumstances. After all, 30 countries of the world have taken up this system and many of the Asian countries which have been named just hereinbefore have taken up this system. Everybody has modified this system according to their needs and we too should do so. Ours is a country which in no eacase can be compared with Britain or France or some of those small countries whose educational requirements are different from ours. After all, our ponulation is growing with rapid speed and our development is also taking place with rapid speed. The ICDE, a department of the UNESCO, has taken up some of these subjects. I think they are waiting very much...(*Time bell rings*)..Madam, I have just started. Some people have taken 20 minutes.

THE DEPUTY CHAIRMAN: They have done wrong because we have more than 12 speakers from the Congress Party and everybody should get just six minutes.

SHRI BIR BHADRA PRATAP SINGH: Anyway I will summerize. I have been cut short very drastically: I thought I will be taking the same 20 minutes which others got

In the end I want to make two points. Apprehension should not be the basis. We have made a very good beginning. After all, it is a bold beginning. It is a very comprehensive Bill that our Education Minister has brought forward. Apprehensions can be for anything, but all have hopes that it will work very well.

One of my learned friends has pointed out that there are provisions in the Bill itself for the change of statutes and so Parliament has supervisory jurisdiction. Even if it is not there, I think the powers always lie in a body which makes the law to amend the law. But we hope that this country is quite distinct from the western countries. The pressure of students which has been on in July and August has been felt everywhere. I think that presusure would be lessened and I think if the two objectives that the hon Minister has pointed out—that there should be a complete partnership between regional colleges and the University and the utilization of

the best minds—in his opening speech are achieved, the cause of education will be best served, our students will be benefited and verybody will be benefited.

It took so long. This started in 1969 and now it is 1985. It is useless to send it to a Select Committee. It should be passed.

PROF. C. LAKSHMANNA (Andhra Pradesh): Madam Deputy Chairman, I am very happy to support the Indira Gandhi National Open University Bill, 1985.

If I support this particular Bill, what is the rationale for it? Is is based upon certain facts which need to be emphasised in order to understand the significance of this particular Bill? Madam, Deputy Chairman, the need is two-fold. On the one hand there has been increasing pressure on higher educational institutions in the country, colleges and universities. On the other hand we find very often that people with high percentages of marks are unable to seek admission. It is mainly because the number of opportunities that are available do not match up with the demand that is already there.

Paradoxically another phenomenon is also taking place in the country after about 38 years of independene. The literacy continues to be only 36 per cent. If we take the female literacy it it is much less. Then there are about 5 lakh primary schools in the country, out of which 2 lakh schools do not have even school buildings. And 37 per cent of these schools are single-teacher schools. If we also see the drop-out rate in our primary education system, it is almost 50 per cent. As a result the poignancy of the need for an open university comes up again and again.

That is to say, the new Central Open University should be able to simultaneously attack these two problems. In the first instance it should be a place where programmes could be generated which would meet the needs of the people by improving the literacy rates in the rural areas. And secondly, it will provide such courses, provide such programmes, and provide such alternatives which will definitely go to relieve the pressure on the higher educational institutions which we are finding today.

Madam when we look at the illiterate population, the importance of this particular type of education in which there is openness and in which there is a distance system, will become prominent. The illiterates among those who are 15 years and above constitute 59.2 per cent, and the illiterates among those who are 35 years and above constitute 69.8 per cent.

If we take 15 years and above, they will have a fruitful life of 45 years, and if we take 35 years they will have a fruitful life of 25 years. That means we will have a large population of this country, which will need to be educated. They were not able to get education inspite of our programmes during the last 38 years. When we look at these figures, it becomes imperative that there is a need for literary programmes and for educational programmes, for giving skills, for giving meaningful education, for giving such education which will ultimately reduce the pressure on employment in the country, which can give alternative employment opportunities, either self-generating employment opportunities or those in the new avenues which are opening up with modernisation where people could be employed.

Therefore, in the light of these factors, I feel that there is a need for the Open University. If anything it has been delayed. I wish an attempt was made at least ten years back If an attempt was made ten years back perhaps, we would have gone a much longer way in meeting the pressing problems in the country. This is exactly what has happened in the neighbouring country even countries which are also having huge populations like us, country which was having all the problems that we are having from the time when they and we have achieved the independence.

They have been able to solve it to a large extent. We have not been able to solve it even today. At least by opening

[Prof. C. Lakshmanna]

the Indira Ganhi National Open University if we are able to meet some of these problems, it will be good. The clientele or personnel who are going to study in this university system will consist of those students who had been having no opportunity of studying, those students who had an opportunity, but could not proceed further for one reason or the other; and those students who are poor learners, those students who are slow learners, those students who were late learners and those students who are laggards. These are the various categories of people to whom we have to cater for education in this system.

It opens up two things. It means we have to create such opportunities in the open university system so that all these categories of people who had had a differential impact in their careers in terms of education can have a few new opportunities. That also means while we are creating a continuing education system for them, this factor has to be kept in view. Therefore, it is suggested that there has to be multiple entry points. Entry points at any level provided they have got the capacity to cope with the systhem of education that is being offered at that level. This is the first point that has to be kept in mind in the open system.

Under the distance education system these various categories of people to whom I had referred to, who are spread throughout the country, in the far corners, inaccessible some times or having minimum accessibilities should be the target groups for imparting information knowledge and skills. If that is the case this distant educational system which is the sine qua non of the open university should be able to keep in mind the interests of those people. The programmes should be so chalked out that the knowledge, information, and skills that are imparted through this university system should be able to reach those people. If these two principles are kept in mind then it will be good.

There are certain things which should not happen in this university. The number one, it should try to avoil heirarhy—one of the banes of the educational system especially the higher education system. If we are able to make serious and strenuous efforts to get away heirarchy, I think, that will be in the interest of the open university.

Then, it should also eliminate statisfication—statisfication in the learners—statisfication in those people who are given learning, situations namely teachers, etc. If that is not done, then again we will be bogged down by all those problems which are now faced by the university system.

The new educational system should be least bureaucratic. One of my hon. friends have already referred to as to how in the existing educational system bureaucracy enters and it does not permit innovative approach in the educational process. The courses to be taken, the combinations to be taken and the subjects to be taken are so restricted by rules and regulations as imposed by the university system some times the whole educational process becomes meaningless. Therefore, the new experiment which is being conducted through this national open university system we should be able to get away this bureaucratisation. (*Time bell rings.*)

Since you have given the bell, I should try to restrict. I will suggest a few things. This national open university should not be a replica of the 22 universities which are having correspondence courses. This should not be a replica of much large number of universities which are having private appearances under external system. This national open university should be able to think in terms of courses which are even different from the vocational universities. If that is not done, I think, the very purpose for which it will be initiated will be defeated. I would only illustrate with one or two examples as to what type of things can be done. Number one, for instance in the formal existing educational system, i.e in the university system, we have say M.B.B.S. degree, which lasts for about six years with all the curriculum but this University can think in terms of not repeating another MBBS course. With the availability of modern communication system for putting across the course content etc., the new university can, think in

terms of such medical course which will be of a shorter duration, may be, which will be specific—rural biased and rural problem oriented. Suppose, we introduce a medical degree which could be useful for those people who are living in the far off places, who need not necessarily have specialisation. Therefore, is it possible to have such things. For this, what can be done. There are important Doctors who are having good medical practice. There are some medical institutions. There are some clinics. There are some hospitals which are now located in different places in the country. These would be recognised as the institutions which can give training. I am having the analogy of Chartered Accountants course in mind. Today, Chartered Accountancy programme is done through this type of system. There are Chartered Accountants recognised all over the country and students are placed with them, articles are sent to them, corrections are made, then they discuss with the seniors, they send back. Thus there is the feed back and in the process. Ultimately, they write the examination. Similarly, can there be shorter duration medical course which can take advantage of the existing facilities, which are spread out, which are available at the district level and some times even in the Taluka level perhaps. Therefore all that has to be done by the new University is to identify such places all over the country. Similarly, even a new law degree could be evolved. For instance, there is an acute shortage of good lawyers. There is an acute shortage of lawyers who have been given proper training. For this, I suggest a new type of law degree perhaps. There are several lawyers located in different places who have shown their merit. There are also some law institutions which are located in different places. They can be recognised as the places where students can be placed. They will have simultaneous learning as well as practical experience in the process. (*Time bell rings*) and therefore, thirdly, we can also have similar science degrees not necessarily B.Sc and M.Sc and so forth. There can be a science degree which takes advantage of several science and technology establishments which have come all over the country. There would not be a need for starting a new college or starting a new laboratory, putting a lot of money into it. Therefore, there can be scientific programmes, technological programmes and Chartered Accountants programmes. If this is the case, this University will, however, require a lot of coordination. I think the Minister for Education might have to make lot of efforts. Unless there is a coordinated effort made by concerned Ministries, concerned organisations, spread at Delhi and other places all over the country, I am sure, this experiment will fail. To illustrate for instance, unless Information and Broad Casting Ministry is preapred to cooperate with the National Open University, explore the possibilities of even giving a separate channel so that educational programmes could be displayed—otherwise what happens if we give educational programmes in the existing programmes schedules available for broad casting, many people may not be interested. Therefore, it may be neither here nor there. Likewise, Science and Technology Department, Agriculture Department and several other national institutions which are spread all over the places should be able to provide their own facilities without even compromising with their regular programmes. They should also make available the information and knowledge generated in their own laboratories, to the National Open University which could be edited, which could be looked into once again and which can become reading material and learning material.

Therefore, Madam, which I am sugegsting is this new University, more than any organisation, depends for its success on the way in which coordination takes places.

THE DEPUTY CHAIRMAN: Please complete.

PROF. C. LAKSHMANNA: Madam, I will try to complete it as early as possible.

THE DEPUTY CHAIRMAN: Unfortunately your party has only five minutes.

PROF. C. LAKSHMANNA: Madam, this university in the long run will be cost-effective. There is no doubt about it.

[Prof. C. Lakshmanna]

But the nature of the university is such that if we think only in terms of cost, I think we will not be able to succeed. At least to start with, this university should have the benefit of greater munificence, greater patronage of the various Ministries and the Government as a whole, so that once the facilities are created, once the institutional framework is built, the laboratories are constructed or there is liaison with such laboratories which are not necessarily part of the university and so on and so forth. Then over a period of time, there will be the possibility of cost-effectiveness. But today it may be a little more expensive. Therefore, I would like to request the Education Minister not to start with the assumption that it will be a cost-effective university. Therefore, by allocating a smaller amount than what is being given to the regular universities, we would not be doing justice; I think we will be failing in our objective.

Finally, because this university is a national open university, because it is opening up such immense possibilities for different categories of people, you will have some problems. One problem has already been touched upon. The people living in the far corners will have to learn thought their own language perhaps. If they have to learn through their own language, is it going to be duplication, or is it going to be original productions in different languages. Whether they are lessons or audio cassettes or video cassettes, whatever may be the nature of the learning material that is being produced, it will have to be thought in terms of the different types of people who are living in the different linguistic regions. The learning process will be effective only if they learn through their own mother tongue. If that is the case, then this problem has to be thought about right now. "Let us first make a beginning" should not be the motto. We have to have a well-made beginning. What shall be the mode of operation through which we will be imparting this learning to the different people in the different linguistic areas, what will be the mode of instruction, what will be the medium of instruction either through the printed material or through other material, these things have to be thought about right now. And there has to be a constant evaluation of the relationship between the material that is produced for a particular linguistic group and the material produced for other linguistic groups. If these things are done, to my mind, this university would have served a very great purpose. I am aware as to who are the people who are being associated with this—people who have got a lot of experience in this field, people who have openness, people who have good ideas. I know that. In view of this, I have no doubt whatsoever that this will be a great experiment which will be useful for different categories of people who have been denied opportunities to be in their legitimate roles in the nation-making process in this country. When they have their legitimate roles, I think the purpose of education would have been achieved. Thank you.

**उप सभापति :** डा० एम० हाशिम किदवई। मैं पहले ही से बता दूं कि चार घंटे का समय दिया गया था। सिर्फ आधा घंटा बाकी है। माननीय मंत्री जी को भी बोलना है और हमारे पास 9 स्पीकर्ज और हैं।

**डा० एम० हाशिम किदवई.** (उत्तर प्रदेश) : आप टाइम बढ़ा दीजिए।

**उपसभापति :** पहले कोई महाराज नहीं है। मैं तो बैठी रहूंगी। मंत्री जी और आप देखिए। पहले तो बैठना ही है।

DR. MOHD. HASHIM KIDWAI: Madam Deputy Chairman and friends, I rise to support the Indira Gandhi National Open University Bill. The establishment of this university will undoubtedly open an epoch-making era in this country and the credit for this splendid achievement should go to our Education Minister under whose able, dynamic and imaginative stewardship, not only very rapid and marvellous strides will be made in the field of education but the whole education system will be revolutionised. It is quite in the fit-

ness of things that this university should be named after our late lamented Prime Minister, Mrs. Indira Gandhi, the towering world leader. It is a fitting memorial to her. There has been a tremendous expansion in education in our country especially in higher education as is evident from the follwing facts: the number of universities has increased more than five times that is, from 27 to 140; the number of colleges is more than 5000 now while it was only 800 in 1950-51 the number of students is 8½ times the number in 1950-51; about 10 lakh students are seeking admission every year to colleges. As a result of this thirst for universalisation of elementaly education through formal and non-formal channels and the anticipated expansion of the open school system, this pressure is likely to increase in the years to come. Unfortunately the formal system of higher education has failed in providing effective means of equalising educational opportunities. The rigidities of the sytem, attendance in class-rooms, the inflexibility of combination of subject of courses of study and over and above all these, the irrelevance to the need of learners, has been a great disincentive to many students. All this has led to a mismatching between the contents of syllabi and the needs of a developing society. The indiscriminate expansion has also been responsible for a perceptible decline in standards and overall inefficiency and inadequacy of physical facilities. The need of the hour, therefore, is to find alternative system which will be cheaper and relevant and which will ensure effective equalisation of opportunities. The successful experiment of open universities in Great Britain, Canada, USSR, West Germany and in some of our neighbouring countries like China, Sri Lanka, Thailand and Pakistan, has strengthened our belief that an open university will be an effective instrument to meet these objectives in our country. An open university at the national level will effectively contribute towards national unity and develop a national curriculum which can be used by other universities. This facility will also encourage a greater mobility among students transcending the existing barriers of States and regions. This university will enrol students from all parts of the country. People living in remote and rural areas who wish to acquire knowledge through studies in various fields will greatly benefit from this facility. This university will strive to fulfil this objective by a diverse means of distance education and continuing education and shall function in cooperation with the existig universities and make full use of the latest scientific knowledge and new educational technology and a high quality of education. It will endeavour through education, research and training to cardicate poverty among the people and take the country forward and also take special measures to promote and advance national culture. The main objects of this university as distinct from the conventional universities are: strengthening and developing courses related to the needs of employment and necessary for building the economy of the country on the basis of its human resources, to provide access to higher education to large segments of our population especially the disadvantaged groups, that is those living in rural areas, to promote acquisition of knowledge in a rapidly developing and changing society and to continually offer opportunities for upgrading knowledge, to provide an innovative system of university level education, flexible and open in regard to methods and pace of learning, combination of courses, conduct of examinations with a view to promoting learning and encouraging excellance in the fields of knowledge and to contribute to the improvement of the educational system by providing a non-formal channel complementary to the formal system of education.

The effectiveness of the distance learning system will depend on contact programmes and availability of tutors who will help and guide the students and, for this purpose Study Centres would be established whenever there is a demand. It will offer a variety of programmes leading to the award of certificates and diplomas The programmes of the University will provide courses in humanities, in sciences, in social sciences, in professional and technical disciplines. The main feature of this University is that it will bring knowledge and training to the student without dislocating either his domestic arrangements

[Dr. Mohd. Hashim Kidwai]

or his employment. This will be done by means of multi-media teaching packages based on correspondence texts and audio visual materials with minimum reliance on face-to-face teaching. Students will be free from the constraints of the class rooms and the fixed and rigid daily schedules and will enable the student to pursue his education according to his own pace and experience. The difference between the correspondence courses offered by a University and the function and methodology of instruction by an open University in basic. Correspondence course system has always the rigidities of formal University system, in the course structure and examination. Besides this, correspondence course system does not have the infrastructure of regional centres and laboratories contact programmes and tutorials and other facilities which the open University provides to its students. The major beneficiaries will be those who cannot and who do not want to go to the conventional Universities for various reasons. One of the greatest advantages of the open University is its cost-effectiveness.

THE DEPUTY CHAIRMAN: Mr. Kidwai, please conclude now.

DR. MOHD. HASHIM KIDWAI: The cost is little and it is very cheap and it has been estimated to be very much less.

Lastly, Madam, I would request the Education Minister, since the open University also happens to be a Central University, to pay attention to this very important point also and it is this that since the Universities are to be democratic, the Vice-Chancellors should be made accountable. Thank you very much, Madam.

THE DEPUTY CHAIRMAN: Now, Mr. R. Ramakrishnan.

SHRI R. RAMAKRISHNAN: Madam Deputy Chairman, the Indira Gandhi National Open University Bill has given us a wonderful opportunity to discuss the entire subject of education in our country. On a subject as vast as this, I do not really know where to begin or where to end. But I will begin at the very beginning.

While I welcome and support the establishment of an open University and that too after the name of a great leader of our country, a great international leader, no less a person than Shrimati Indira Gandhi, who gave her life for the nation, I would also like to explain why I have moved a Motion for reference of this Bill to a Joint Select Committee which my friend on the other side, Shri Vir Bhadra Pratap Singh, while speaking, mentioned was not properly explained. It is not a routine motion in the sense that one would like to send it to a Committee or to postpone it. *Even Mr. Bansal, while speaking* from the other side, said that the amendment moved by the Minister this morning providing for clause 40 solves the problem. Even a four-hour debate, or with your kindness a five hour debate on a subject as vast as education is not sufficient in this country. I do not have to remind my good friend the hon. Minister, Mr. K. C. Pant, that right from 1911 we have been debating about education in our country. First and foremost I would like to say that if this Bill had been referred to a Joint Select Committee of both Houses of Parliament consisting of eminent experts in the field of education and otherwise, it would have received a total dissection which was necessary. It was not so much in the context of this Bill but the fact that so many other things which Mr. Pant says can b discussed by open debate would have been done. Anyway, recently he has been saying that he is going to circulate a status paper on the new education policy. And the new policy on education itself is on the anvil and a national debate will be there which will enable all of us to contribute our little bit to this.

But before I begin the discussion, I would like to pay my tribute to the Prime Minister Shri Rajiv Gandhi for two things. One thing, Madam, is that on the 5th of January when he gave a broadcast to the nation he suggested so many educational reforms which will take the country forward to the 21st century. I think he gave a green signal for his colleague in the Education Ministry to go full steam ahead.

More than that while forming the Cabinet, after your late lamented great grandfather, Madam, Deputy Chairman, Maulana Abul Kalam Azad, I hope you are listening... (*Interruptions*) I don't think the Education Ministry had a full fledged Cabinet Minister (*Interruptions*) Madam Deputy Chairman, I was referring to your great grandfather when you were speaking to the hon. Member

Mr Rajiv Gandhi has thought it fit to enhance the status of education in our country. It was there energetic, because he was earlier heading had an only Minister of State for Education. It is not a reflection on the incumbent, but the status to which education is being given a priority. And if Mr. Rajiv Gandhi has elevated it to the Cabinet rank, and that too under an energetic and dynamic Minister like Mr. K. C. Pant, it shows at least that the mood is changing.

THE DEPUTY CHAIRMAN: I think Mr. Ramakrishnan is referring to him as energetic', because he was earlier heading Energy. (*Interruptions*)

SHRI R. RAMAKRISHNAN: And now he will equally be well in education. Now this gives the entire picture of the thinking of the Government for education. But, Madam, I would like to say that; unfortunately; till today or rather till yesterday or till this Government was formed; education and Education Ministry has been the Cinderella as far as the Central departments are concerned. Why I say this.

SHRI K. C. PANT: But the Cinderalla story ended well.

SHRI R. RAMAKRISHNAN: I hope this too will; I am sure; under your dynamic stewardship. I say this because the allocation in the Plan for 1985-86 is only Rs. 221 crores against what the Ministry wanted; Rs. 750 crores. And the Prime Minister himself recently stated that 7.5 per cent should be the outlay on the total plan which, I think, will remain only a dream on paper and a hope. But what is happening? The Government's professed concern is not reflected in the Budget or the allocations. In this connection I should commend my own State and also that of my freind Mr. Mohanan. West Bengal spent Rs. 550 crores out of Rs. 2500 crores in their plan for education. Tamil Nadu spent Rs. 470 crores out of Rs. 3000 crores. Whereas the Union Government after taking Education in the Concurrent List, was able to spare only Rs. 221 crores in its plan and perhaps Rs. 1000 crores, which is very a negligible percentage.

Now, Madam, India has 32 crore illiterates. We have got 1.23 crore educated jobless. At the same time, we have 500,000 primary schools, 60,000 secondary schools, 5000 colleges and 160 Universities. But still it appears to my mind, and it may only be an apprehension—and I hope so— that some people feel that some of the persons in authority seem to have a vested interest in perpetrating ignorance. Otherwise, how do you reconcile the fact that despite four resolutions on the matter of education from 1911 to 1958, we have not made progress. We have this famous National Education Policy Resolution with the 17-point programme in 1958. Three Commissions have been set up in the matter of education, viz., Dr. Radhakrishnan Commission on University Education, Dr. Mudaliar Commission on Secondary Education and last but not the least, Dr. D. S. Kothari Commission on total education. Over and above, we had one Parliamentary Committee consisting of eminent persons who have gone into the whole gamut of this and submitted their report. What has happened to all these reports of all the Commissions? I presume they are gathering dust in the archives of the Education Ministry. There has been no progress of a spectacular kind as far as education is concerned excepting a few pronouncements which we see from time to time regarding the new education policy. That is not to say that I don't welcome the statement which Mr. K. C. Pant is going to make on the educational policy. We as a nation are eagerly expecting what it is going to contain and how this is going to avoid the pitfalls of the past and give us a new look to the future. I only hope that it will not be old wine in new bottle.

Coming to the Prime Minister's broadcast, I would only like to say that this

[Shri R. Ramakrishnan]

pronouncement should give the necessary fillip to the Education Minister to really thrust forward. I was really happy to hear that Mr. Pant himself was talking in the Lok Sabha and elsewhere about universaliation of primary education which he hopes to achieve by 1990. I am afraid that this will remain only a distant dream. I would like to refer him to the Fourth All-India Education Policy Survey which has commented that 2|5th of our schools are not having satisfactory structures, 40 per cent of our schools do not have blackboards and 40 per cent of our schools do not have drinking water. Many of our schools have no class rooms. We have schools without teachers and teachers without schools. Therefore, it is really a sorry state of affairs. Therefore, I would like to ask how we propose to improve upon secondary education when even primary education target is not fulfilled.

Here I would like to draw the attention of the Education Minister to the oft-pro fessed claim that nearly 95 per cent enrolment is there in schools. What he or others in the Ministry would not like to share and what, at the same time, is quite open is that 75 of them are dropouts. (*Time bell rings*) Since you are ringing the bell, I would not be able to dwell more on this point.

I would now come to the universities which should be really temples of higher learning which I hope is the object of the Indira Gandhi Open University. Today, we find that the universities are just factories which manufacture degrees. A degree is not the hallmark of education. Today we find that we are creating graduates at a rate much faster than one would like to imagine. Trevelyan once remarked that education has produced a vast population to read but unable to distinguish what is worth reading. Madam, our college students don't bother to go into the textbooks. For them the market notes and the guides are sufficient to pass their examinations. I think that is what prompted Dr. Gore, the Vice-Chancellor of the Bombay University recently in one of the Seminars to say that the whole system of University education is suffering from a 'daffodils syndrome'. Madam, millions of us since childhood have gone through the poem of William Wordsworth.

I was wandering lonely as a cloud,
Over the hills and vales,
When I saw a host of daffodils.

This is what he said if my memory is correct about the poem. How many of us have seen a daffodil in real life or in real practice? Therefore, the entire system, the eduation itself is so divest from reality.

Now, Madam, there are so many other problems which I would like to refer here. But, perhaps, time will not permit me to refer to mass-copying and student indiscipline and all those things. But, a new orientation has got to be given. Here I would like to draw the attention of the hon. Minister to one thing through it is not within his power because originally as the Constitution stood the Central clearance was required for a University. But later it was amended. And now the State can themselves clear the Universities provided they do not ask for the UGC grant. But, unfortunately, I find that in the last few years there has been a plethora of Universities in many States. What is the use of having so many Universities if the State Governments do not provide sufficient funds for them? We have Universities without laboratories, we have Universities without facilities. And in this, I would like to warn the Central Government of the increasing tendency of the State Governments to permit commercialisation of education. Madam, we find that today you can get a seat in an engineering college or a medical college by giving capitation fee or donation. It is rather unfortunate that this being a Concurrent Subject, the Centre has little or no power over this. But this is only going to result in producing more doctors and more engineers who will ultimately remain jobless. But as far as the education policy is concerned, Madam...

SHRI V. GOPALSAMY (Tamil Nadu): Are you opposing collecting capitation fee?

SHRI R. RAMAKRISHNAN: Mr. Gopalsamy, I know very well why you are asking this question. But I am sure that an educated and an hon. Member like you should also know that larger issues in education is one thing and what individual State Governments may practise is another. So, I do no want to enter into that controversy and I will not get into your trap.

THE DEPUTY CHAIRMAN: I am happy that after a long time I see a cross-talk between you both.

SHRI R. RAMAKRISHNAN: So, what I want to say is about the pitfalls regarding education which the hon. Minister knows very well. First, we should link work with education. Secondly, the schism between the rich and the poor should go. Thirdly, you should reconcile the enrolment with the drop-out rate. And fourthly we should have a vocational system of education. In this connection, in our State, Madam--and again a positive point against a negative point which I would like to tell Mr. Gopalsamy—a new life-oriented education combined with munificent nutritious mid-day meal programme which has enabled 70 lakh children at a cost of Rs. 200 crores to fulfil your targets of enrolment has been initiated by our Chief Minister, Shri M. G. Ramachandran, and his life-oriened education programme is really the first step towards what you call the vocational education. Here, I would like to tell the hon. Minister that we have taken the lead even in the question of women's universities other than in Bombay by starting the Mother Teresa Women's University at Kodaikanal...

AN HON. MEMBER: That is the third one.

SHRI R. RAMAKRISHNAN: Yes, a third one at Kodaikanal, a new concept as far as the liberation of women is concerned a cause so dear to your heart, Madam.

Now, coming to another pitfall which the hon. Minister should avoid as far as education is concerned is that there should be no political interference. Unfortunately, as far as the thinking of the Education Ministry is concerned, I don't think the ghost of Macaulay has left the thinking of the persons in the Ministry as the ghost of Matcalfe has not left the bureaucracy and the administration. I find some of our Secretarial staff laughing. Anyway, I would not conclude so easily. But I would like to tell the hon. Minister that he should take a lesson from what is happening in France. In our country which can boast of such great universities as Nalanda and Kanchi, we have produced great mathematical geniuses like Bhaskara and Aryabhatta and in recent days we have produced Ramanuja and so many other people—in the pre-independence days we produced two Nobel laureates and now we have produed a Nobel laureate who is a non-resident Indian—this is the state of education in our country. Madam, as children we were taught—Matru Devo Bhava, Pitru Devo Bhava, Acharya Devo Bhava. Unfortunately, what is the plight of our teachers today. Their pay scales are so low that a teacher will only go to the school to collect his pay. So, this is a sorry state of affairs and I hope that something will be done by the 5 P.M. Minister in the cause of education Now, one or two points regarding the open university itself. I welcome the open university system because it will be a competition to the very high jacketted University Grants Commission system. I welcome this because otherwise all the other universities are like beggars before the University Grants Commission, which is not a healthy state of affairs. I find, firstly, the open university system is patterned mainly after the British open university system and I hope the Minister will take advantage of some of the pitfalls which the British system has undergone, particularly in the quality of material. The quality of material which has to be supplied is more important than the actual medium of education itself. And that is more important Secondly as far as study centres are concerned, the study centres should be opened in all rural as well as urban areas and then only would the

[Shri R. Ramakrishnan]

cost effectiveness become a reality. Then you should try to keep the fees as low as possible if this is to have the maximum coverage.

Now, I would only like to refer to one aspect of the Indira Gandhi Open University Bill. All the details given are procedural. The main objects which are given here on page 14 are most welcome.

SHRI N. K. P. SALVE: Clause 4 of the Bill.

SHRI R. RAMAKRISHNAN: What I would like to say is that today our Constitution enjoins upon as to have a sientific democracy. As far as education for science and technology is concerned, you will require a lot of laboratory facilities. For this, you should coordinate and take advantage of the existing laboratories so that as far as science education is concerned, this will really also reach the common masses.

Madam, I will not tax your patience longer. I would in conclusion, like to state that merely our assertion of objectives will get us nowhere. Therefore, Mr. Home Minister...

THE DEPUTY CHAIRMAN: Education Minister.

Do you want him to become Minister for Home Affairs?

SHRI R. RAMAKRISHNAN: I am sorry, yes, Education Minister. I hope he will get a change of portfolio after he delivers the goods.

SHRI DIPEN GHOSH (West Bengal): In fact, some clauses are there which should have been piloted by the Home Minister.

SHRI R. RAMAKRISHNAN: I would like to tell the Education Minister that much has been done; much more requires to be done. I would only say, hasten slowly but surely, and as the famous philosopher Thoreau said, there is no harm in building castles in the air; you only please be sure that you put proper foundations under them. And I am sure that you, Mr. K. C. Pant, can deliver the goods.

THE DEPUTY CHAIRMAN: I think his personality of Minister for Home was prevailing upon you.

Dr. Lokesh Chandra.

DR. LOKESH CHANDRA (Nominated): Madam Deputy Chairperson, I rise to strongly support the Indira Gandhi Open University Bill. The university springs from our dream. For a hundred years, we have dreamt of a new educational system. Today we see the unfolding of a myth to embody a new meaning, a new life. Our ideals, like those migrant birds, are homing to this earth.

The open university system started 16 years ago in the United Kingdom. Since then, several nations have applied themselves to the creation of open universities. For example, China has the Central China TV University; Korea has the Korea Air and Correspondence University, and so on. I point out these open universities in different parts of Asia beause they have very clearly defined that the electronic medium would be the course through which the university system will operate. In our Bill, the operation of the open university system is not very clear beause besides the Ministry of Education, the Ministry of Information and Broadcasting will have to provide a special channel to make the open university a real success. We have in our bordering country Pakistan an open university in which the enrolment is equivalent to that of all its universities. I am sure that the new open university system that has come into being in our own country will also have the same rapid progress. The opening of this university will double the number of students... who can participate in the processes of education. It is a gift of the Government to her people, to grant them access to higher education. Higher education has been denied to many, some due to their birth and to others, due to lack of opportunities. Therefore, the open university will have to be open in the sense that the

many who have been denied on either count, will be able to make the best use of their talents.

The second point that I woud like to make is that before the open university Bill was contemplated, a market research organisation surveyed the professions in which job opportunities exist. Though it is not provided for in the Bill, from this, we can surmise that the open university besides being open in terms of courses, in terms of enrolment and in terms of mutliple entry points will at the same time, not neglect the job opportunities that would be provided because the initial success of the open university will depend on the job potential it can create.

The third point which I would like to make is, professionally important courses would become a reality with the passing of this Bill. Many who would like to change their profession would be able to renew their knowledge in new domain and thereby change their profession for economic betterment. Updating of knowledge in any discipline would be another dimension of the university that is coming into being.

Another provision which has been made in the Bill is in regard to training in the arts and crafts. Very few universities are going in seriously for arts and crafts. Most of our earning rural population which has a sub-standard existence will find in the curricula of this university special courses to cater to their crafts.

Coming to the quality of the students who would join the open university. I think, it is also very heartening because the performance level and maturity level of an average open university student is very high. We, know it from the Andhra Pradesh open university started only as recently as 1982 and we have statistics of the UK open university started sixteen years ago. Therefore, the performance and maturity levels of the students would contribute to a better higher standard of education in the country in general. Disadvantaged groups living in remote areas like adults and house-wives will be able to utilise their leisure hours, trying to improve their learning. In the open university system, we would come out of the world of literacy into the world of learning where learning is not tied to any process of improvement but is an end in itself.

The open university should provide ample scope for innovation and flexibility. The traditional university system, so far, has been geared to the employment potential. In the open university, though employment would be a consideration, yet, the students will also have the opportunity to boost their intellectual capabilities, to find out the courses which interest them so that they can study them in their leisure hours.

The open university will, for the first time, provide opportunities for persons who have been denied them because of the reservation policy. Thousands of brilliant young men and women are shut out by the reservation policy in very important fields like medicine and engineering. But in the open university, excellence would not be superceded by political or democratic considerations. The open university will be the hope of many young brilliant men and women. Because it will dispense with the conventional class rooms and it will also create special problems of its own. For example, the creation of kits for science and technology. The experiment in the UK has shown that while the kits are useful, television comes in handy still, it is important to conduct experiments. Therefore, the vast network which has been created under the UGC system will have to be put to the best possible advantage. The 5,000 odd colleges which exist in the country and the 140 universities which provide excellent ultra-modern facilities for science and technology will be put to the best use. And with this we come to the coordination between the UGC and the Open University. The Open University can not function in a vacuum, but will have to take into account all the infrastructures that have been created during the last four decades. Unless the UGC is involved, much of the science and technology that we want to foster in this country to lead us into the 21st century will remain an

[Dr. Lokesh Chandra]

ideal dream. After all, science is something which is to be experimented in the laboratory, not only to be learnt. Humanities can be learnt in an open university but not science and technology to depth and to effectiveness without scientific experimentation.

I am also sure that the Open University which we are creating will become an instrument of greater cooperation between the developing nations. Most of the developing nations and particularly our neighbours require quality material both in print and electronic media. I think that for the Andhra Pradesh Open University we are using both electronic and in print materials produced by the U.K. Open University. For the first time in India with its vast potential will have the opportunity of creating high quality materials in both the media so that we can share educational development with our neighbours and further with other developing nations. For the first time the open system would provide merit and aptitude the fullest scope. Merit and aptitude have to be subservient to the administrative constraints, but in this we hope that merit will find its due share. Spread of violence and politics in the campuses have led to devaluation of education over the years as precipitous as that of the rupee. We feel that University this new seat of higher learning will bring about a greater seriousness and innovative prestige which will be unique.

Many of my friends have already pointed out the problems of correspondence courses. In the correspondence courses the study materials have been the main cause of their failure. Correspondence courses have given us an experience which can stand in good stead when we are trying to prepare course for the Open University into a functioning form.

The word 'distance education' has been used in the Bill. This word has been accepted by the UNESCO. I personally do not feel that the word 'distance' is a very right one because absence of inter-action between the teacher and the taught cannot bring about creativity. Creativity in itself envisages a dialogue. The earliest form of education which emerged both in India and classical Greece was through dialogue. The greatest minds have been born in conversation, in dialogue. We hope that in the Open University system there would be occasions when students from distant parts of the country would come on the television networks and Converse with their great teachers sometimes unknown, sometimes well-known figures. Another point which has to be taken into consideration is cooperation of expert teachers not only in the preparation of courses subjects but also with the producers broadcasters because the T.V. media in the Open University is as important as the standards of the staff. We hope that there will be provision of cooperation of media experts that will become integral to this University.

The Open University will provide the possibilities of having the highest possible levels of the faculty because besides a fixed faculty as in a conventional university, it will be able to use talents from outside.

Finally, I would like to say that this Open University system will improve the upward mobility of the working population and improve the standards of those who wish to study for the sake of learning. This is a great dream which is being put into practice, and named after our great leader. It hopes to rise to the same heights. From a dreaming flame, the University will become a flaming dream of future India. Thank you.

SHRI V. GOPALSAMY: Madam Deputy Chairman, I extend my gratitude for this opportunity to speak on this Bill. Rabindranath Tagore said: "Where the mind is free from fear, where the head is held high, where knowledge is free, in that heaven of freedom let my country awake". The question is whether we have attained that free knowledge. With high objectives, with high expectations we are going to launch this Open University in our country. The ideals are high; expectations are high; but I am afraid, all these are Utopian expectations. Open University is a fully developed distance

education. In the field of distance education, my previous speakers also referred to the various events. The first one was in 1938 when the International Council for Distance Correspondence was launched and subsequently it was made the International Council of Distance Education which is now affiliated to UNESCO. The second event is the founding of the U.K. Open University in 1969. In China also, the Central T.V. University is working satisfactorily. In Thailand, in Japan, in Korea, in many other countries this experiment has yielded good results.

Madam, in our country also this concept is not a new one. There have been many experiments. In Andhra Pradesh an Open University was established. The Madurai Kamraj University, the Mysore University and the S.N.D.T. Women University in Bombay also are running these programmes. This Open University learning system has been started on the pattern of the British system. There, to supplement correspondence teaching, postal tuition, tutorials and study centres and radio broadcasts are done. These are its salient features.

Madam, we are launching this University with great expectations. Let us evaluate and assess the achievements of the past programmes, particularly of the correspondence course programme. It has failed miserably. When it was launched, when the decision was taken during the Third Five Year Plan, I think—the credit for which goes to the then Chairman of the U.G.C. Prof. Kothari—in the year 1962, the enrolment of students in Delhi shot up to 35,000. Even a decade ago, 15,000 students enrolled themselves Now what has happened? This year only 6000 students have enrolled in the correspondence course. What are the reasons for this decline, this fall out? The lessons will not reach the students in time. Even the hall tickets do not reach the students in time. There is no proper feed-back to students. The universities which are running correspondence courses are not providing adequate resources for this purpose. The Personal Contact Programme is not conducted properly, response sheets are not corrected in time and sent back to the students in time. So, students of the correspondence course are looked down. These are the reasons for the decline in the enrolment of students in the correspondence courses. So, we have not achieved what we aimed at when we started the correspondence courses.

Now you are aiming still higher. You are going to erect a palatial building, a skyscraper, without foundation. The foundation is primary education. What has happened to the primary education system? According to the fourth Educational Survey-1982, there are 4,85,000 primary schools in India, catering to nearly 700 lakh children. But, Mr. Education Minister, we are shocked to see the report that 53 per cent of the schools have no pucca buildings, 40 per cent have no blackboards, 33 per cent have no mats, benches and chairs, 35 per cent are managed by single teachers, 71 per cent have no libraries, 41 per cent have no drinking water and 85 per cent have no lavatories. This is the state of primary education in this country according to the fourth Educational Survey-1982. When you are not able to provide even blackboards, mats, benches and chairs to these schools, for the children, you are planning to have scientific and technological education through TV and radio. When you are not able to provide even the basic amenities for lakhs of children in primary schools, you are spending crores of rupees, colossal sums of money.

(*Time bell rings*)

Madam, kindly permit me to have five more minutes.

THE DEPUTY CHAIRMAN: Okay, five more minutes.

SHRI V. GOPALSAMY: At times I may take more.

THE DEPUTY CHAIRMAN: Five minutes I agree ... (*Interruptions*) ...

SHRI PARVATHANENI UPENDRA (Andhra Pradesh): She is very liberal

[Shri Parvathaneni Upendra]

when she is not hungry.... *(Interruptions)*...

SHRI V. GOPALSAMY: Madam, how much are you spending for the seven Central Universities? For the Aligarh Muslim University in this year, 1984-85, you are spending Rs. 1,533.18 lakhs. You are spending Rs. 2,228.69 lakhs for the Banaras Hindu University, Rs. 1,127.19 lakhs for the Delhi University, Rs. 214.31 lakhs for the Hyderabad University, Rs. 547.83 lakhs for the Jawaharlal Nehru University, Rs. 197.07 lakhs for the North-Eastern Hill University and Rs. 423.21 lakhs for the Viswa-Bharati. As far as the Jawaharlal Nehru University is concerned, you are spending Rs. 27,529 per student.

Madam, Mr. Minister has gone; he is not here.

THE MINISTER OF STATE IN THE MINISTRY OF PARLIAMENTARY AFFAIRS (SHRIMATI MARGARET ALVA): He will be coming back in five minutes.

SHRI V. GOPALSAMY: Because he has received so many bouquets.

SHRIMATI MARGARET ALVA: He is coming back. I am here.

THE DEPUTY CHAIRMAN: All the time you go out and come back. He too has to go and drink water.

SHRI V. GOPALSAMY: Madam, this one minute should not be included in my time.

When the Jawaharlal Nehru University was started on 14th November 1969, the then Prime Minister, Madam Gandhi, said:

> "We must bring education to all parts of our country, to all sections of our people, especially the weaker sections and those who are underprivileged."

This was the policy which was announced then. What has happened? Students coming from backward areas, students representing social backwardness and students having economic backwardness were given deprivation points. Now that has been totally abolished in the Jawaharlal Nehru University. Previously the facility was there. So, students were able to come from all corners of the country, from the South, from the North, from the East and from the West. What has happened now? The deprivation point, that facility, has been abolished now. Hon. Mr. Education Minister I draw your kind attention to this particular point. When the Jawaharlal Nehru University was started, Madam Gandhi had assured that students representing weaker sections, under-privileged sections, would get that benefit here. She said that it should be a university for all. Now what has happened? That facility has been abolished, giving deprivation points for social backwardness, economic backwardness, regional backwardness. This has been totally abolished. The result is that of the students who have been admitted in the Jawaharlal Nehru University, now 80 per cent are mainly from Delhi. When this University was started, it was promised that it would serve students from all over the country. Now it has become basically a Delhi University.

Apart from that, there is the Centre of Indian Languages in the Jawarharlal Nehru University. There only Hindi and Urdu are taught since the inception of the University.

Not only that. Because of corruption, nepotism, it has become a laughing stock in the entire academic world. Academic persecution is also going on. We are spending crores of rupees for this Central University when you are not able to provide even drinking water, mats, benches black boards for students of primary schools.

Madam Deputy Chairman, as far as distance education is concerned, how are you going to meet the challenge of providing technology for distance education unless you create the necessary infrastructure? Could a student from any part of

the country get the knowledge through the TV and radio receivers? You have to face the challenge of the problem of the power crisis in most of the States. Will the students in the rural areas be able to get knowledge through the TV and radio receivers? Are you going to open another channel? When you are not able to provide the basic amenities to the students in the primary schools, you are telling that you are going to provide the infrastructure.

As far as this technology is concerned ...

THE DEPUTY CHAIRMAN: five minutes are over.

SHRI V. GOPALSAMY: Only two minutes.

THE DEPUTY CHAIRMAN: Modern technology says so.

SHRI V. GOPALSAMY: As far as modern technology is concerned this is being done successfully in U. K., the USSR and the United States of America. Here the infrastructure is very difficult to be built. So these constraints are there, the constrainst of the AIR time and coordination between the broadcasting authorities and the authorities of the Open University. And I would like to know from the hon. Minister: Can it be an alternative provided for under-graduate education, thereby releasing the pressure on the conventional colleges? Can it match the quality of the conventional class-room education? How does it compare in costs? These are the points bothering our minds.

With high expectations you are starting this University. Under the broad spectrum of education many things have been discussed.

Open looting of students is taking place in many parts of the country by collecting capitation fees up to the level of Rs. 1 lakh, Rs. 50,000, Rs. 75,000 to get a seat in an engineering college, to get a seat in medical college. This is going on with the patronage of the Governments. Particularly in Tamil Nadu it is going on. They are collecting capitation fees openly.

THE DEPUTY CHAIRMAN: Mr. Ramakrishnan, please don't get provoked.

SHRI V. GOPALSAMY: Rs. 50,000, Rs. 75,000, Rs. 1 lakh, they are collecting. This is going on.

SHRI R. RAMAKRISHNAN: I won't get provoked.

SHRI V GOPALSAMY: Because he himself admitted that the collection of the capitation fee, has not been stopped.

THE DEPUTY CHAIRMAN: Now please conclude.

SHRI V. GOPALSAMY: I hope our Honourable Minister, Shri K. C. Pant, who is a man of knowledge, he is committed to certain principles. So, these anomalies, these defects, do exist in our educational system. Unless you provide them proper infrastructure, you cannot achieve those objectives. Besides this, I would like to support my hon. friends, Shri R. Ramakrishnan and Shri S. W. Dhabe, who have suggested that the Bill may be referred to the Select Committee.

THE DEPUTY CHAIRMAN: Mr. Hanumanthappa.

SHRI H. HANUMANTHAPPA (Karnataka): Madam Deputy Chairman, I stand to support the Indira Gandhi National Open University Bill, 1985 brought forward by our Honourable Education Minister. I feel I have got a special qualification to support this Bill. I am also a drop out. In my youthful days I felt this education is useless, because I thought by this education I could become only a clerk. Therefore, I discontinued my studies. Having missed the bus, I had to wait for the opportunity of external courses and I completed my degree after a gap of twenty years. Then I completed my law degree which opened a new vista for my future life. So, I feel, I have got a special

[Shri H. Hanumanthappa]

qualification to support this open university which the Honourable Education Minister has brought.

In pursuance of the policy announced by our enthusiastic Prime Minister, Shri Rajiv Gandhi, it is rightly named after our beloved late Shrimati Indira Gandhi. While writing to the State Chief Ministers, the Prime Minister has rightly observed that creating a commemoration to late Shrimati Indira Gandhi, it should be an imaginative programme or a project which would best expresS peoples regard for Shrimati Indira Gandhi. Certainly he stressed on the point, the name should be reserved for something new. Here again I compliment the Education Minister that something new he has brought in accordance with the expectations of the Prime Minister, a new innovation, a new university, an open university which will involve all the people particularly the people who have been at a disadvantage level.

Madam, I have carefully listened to the speeches of the hon. Members on the floor of this House. But the stress is given to the present education which is going on. One who listens to the speeches gets an impression, this is one more university which gives an opportunity for the drop-outs, unfortunately for the people who could not get admissions in the colleges and for the people who could not continue their studies for various reasons to get their bachelor degree, whether it is B. Sc. or M. Sc. But I am one who want to differ from this idea. I request the Honourable Education Minister to see that it should be a different university rather than merely becoming a production centre of degrees. Then only it will be a real monument or commemoration to late Shrimati Indira Gandhi.

Madam, Bachelor word is borrowed by our old Gurukulashrama. After Brahmacharyashrama, he should be capable of entering Grihasthashram. After completing his Gurukula study he should enter into the Grihasthashram. But what our Bachelors doing today? Having one or two degrees in his hand, he is not prepared to enter into Grihasthashram at all. Alongwith the certificate he will be having an application form for employment. No doubt his rate in the market of marriages is high. But how about the life? If he is a B.A. or B.Sc., or M.B.B.S., or I.A.S. or something else, dowry rate will be raised. Is he competent of facing the future life? So, I request the Honourable Education Minister to look into this aspect. This university should produce those Bachelors who will have the confidence to face the future world. Till today, he is a student depending upon his parents money or the scholarship whatever the Government was giving. The moment he comes out of the university he is not better than a beggar. That is the situation. He does not have confidence to face the world. He does not have confidence to face the life. So, I think a time has come to have a re-look into these things. When I wrote to late Prime Minister, Mrs. Indira Gandhi that much has to be done in the field of education, she readily agreed. She said much could not be done all these days but however, better late than never. She started those two Education Commissions on teachers. She wrote me back, at least. We have started on teachers. Let us have for the rest in future.

But I am confident, these ideals, what I have mentioned are safe in the hands of our present Education Minister because while answering the discussion on Pondicherry university bill, he has said that education was not merely imparting knowledge, it was the development of the personality of the child. In developing his personality, he had to be given a set of values which would enable him to function effectively and also have certain sense of direction—discrimination between right and wrong. Therefore, moral education will get the priority and that will do away with so many evils that many of the speakers have spoken on the subject today. Now, I want to compliment the Minister because his ideas were very clear about future education policy. One of the problems of our education was that anybody, who received education, even rudimentary

education started looking down on a person who works with his hands. This is an important aspect. I request the Hon'ble Education Minister whether he can consider that the manual labour is also given the equal importance. So, again, we have to go back to Gandhi Ji. He said, "the emoluments of the barber should be equal to that of a doctor or a engineer. That should be our goal. In keeping that our goal, if our new education policy is framed then, I think, our Education Minister is to be complimented. Unless we had a proper work ethics and unless the attitude to work change, we could not match the education under our educational system with a kind of opportunities which our economy could throw at the present stage of development. Here, I want to compliment the Education Minister and the Prime Minister having place the education portfolio with him, I join with the other friends who have complimented the Education Minister about his clear view of education policy. Indira Gandhi National Open University which is coming up now, Madam ...

THE DEPUTY CHAIRMAN: You are receiving compliments after compliments.

SHRI R. RAMAKRISHNAN: Madam, he has not completed his compliments.

SHRI H. HANUMANTHAPPA: Anyway, Madam, the child who is entering in the first class today, after his degree, he is coming out into the 21st century of which our Rajiv Gandhi anticipate. At the age of five, he is entering into first class. After 15 years, if he completes 10+2+3, he is in the 21st century. Are we preparing him to be worthy of in the 21st century, what our Prime Minister envisages. This is the challenge in question before the Education Ministry today. The boy who is entering the school today at the primary level, he is now at the age of five. After completing 10+2+3, he is getting a degree in the 21st century. Are we making him to fit to fly into the 21st century? That is challenge in question. So, I think, the National University should be for the practical purposes, we are initiating this. May be, we have to pass it. Now, I request the hon'ble members who have moved their amendments to pass it on to Select Committee to withdraw them because sufficient discussion has been done and the various views have been expressed and this House which has got the capacity to make law has also got the power to amend it. Instead of discussing hypothetically, in a vacuum, let us discuss about its working difficulties after this Bill is given effect to. When the Bill is passed and when the university starts functioning, then we will have more opportunities to look into the performance and functioning of the university. Then we can come out with suggestions. So, I request the hon. Members who have moved amendments to withdraw them and support the Bill wholeheartedly.

Finally, Madam, as we know, 80 per cent of the opportunities today are taken away by the 30 per cent of the top income group. This is one aspect which I specially request the Minister to look into. This open university opportunity also should not be taken away by those people who have got the facilities. Madam, we have a society in which more than 50 per cent of the people are below the poverty-line. Again I want to apply the test of Gandhiji here. Whatever work we take up should be such as to bring at least a single pie to the empty pockets. That means, the last man on the last rung of the ladder should be benefited out of the projects that we take up. Whether this open university is going to help the last poor man who lives in the last remote corner whether he is going to be benefited is the primary question. We have talked of the television, the radio, distant education, etc. How far is a person able to use radio and television? That is also a question that we have to think of. Unless we have a total network which will provide facilities to everyone in the country, we will be unable to reah this target. Secondly, proper recognition should be given to arts and crafts. For example, there is a carpenter; there is a weaver. He is capable of earning his bread. But the graduate whom you have created with a B. A. degree cannot earn

[Shri H. Hanumanthappa]

his bread. For the carpenter and the weaver, for their crafts, we must create some degrees. They must be able to have degrees. But so far you have not recognised manual labour. You have only given weightage to white collared jobs so that education has become urban-oriented and job-oriented. We have neglected the rural areas. My friend from the other side said that youth has become useless; he cannot touch cow-dung, and he has forgotten the agricultural operations. Here is a man who is qualified to do the agricultural operations; here is a carpenter; here is a weaver who can weave and spin. Are you recognising them under the new education policy? They should get recogniton.. Then my friend, Mr. Kushawaha was talking about the three-language formula. But I want to remind my friend that we say something and we practise something different.

बोलना अलग होता है और उस पर अमल करना अलग होता है। मैं हिन्दी में बात कर सकता हूं। मैं कुशवाहा जी से पूछना चाहता हूं कि क्या आप कन्नड में बात कर सकते है ? नहीं। इसलिए मैं कहता हूं कि बोलना एक चीज है और उस पर अमल करना दूसरी चीज है। श्री रामकृष्णन् हिन्दी में बात कर सकते हैं। लेकिन श्री कुशवाहा हमारी भाषा में नहीं बोल सकते हैं। वे भी दूसरी भाषा सीखें, यही मेरी दोस्तों से प्रार्थना है।

**श्री राम नरेश कुशवाहा** : मैं यही तो कह रहा हूं।

SHRI H. HANUMANTHAPPA: I do not want to enter into a controversy, but please start learning one of the Southern languages so that you may have an idea of integration.

Lastly, before I conclude, in our formal education system, we have given certain facilities to the down-trodden and the unprivileged classes. I request the hon. Minister to see that these facilities are continued and are available under this open university also. Thank you.

SHRI S. W. DHABE: Madam Deputy Chairman, this Bill seeks to establish a new university which will have jurisdiction all over India. There is no doubt that today there is a feeling in the country that higher education has lost relevance to the needs of the individual and the society. The phenomenal growth of universities and colleges in recent years has only made the educational system less coherent and devoid of clearcut goals. Furthemore, establishing universities has become a symbol of political prestige. Today with the atmosphere of indiscipline in the campuses there is a thinking all over the world that we should switch over to distant education and instead of bringing the students to the class-room, education should be sent to their homes in the remote places. Therefore, this very important concept should be implemented properly. Three concepts are popular all over the world in this connection and the ILO also passed a convention in 1972, convention for paid educational leave these concepts are life long, continuing education or distant education. That without degrees also man should be able to improve his quality of education and also get good employment. Before I go to other points I would like the honourable Minister to note that we have now 47 million rural workers in villages who have no access to any higher education. They cannot get admission to technical education because they are not even matriculates; they are only maximum fourth standard. Traditionally they are artisans, good carpenters and good blacksmiths. Therefore, for village artisans there should be a programme in the open university. It should not be restricted to only arts and commerce: it should be extended to technical education. Then the concept of entrance examination should be done away with if the experiment of open university is to be successful. If you introduce entrance examination, then you will be prescribing certain minimum qualifications and the whole objective will be defeated. The whole concept is that all people should get education according to their needs and should not be subjected to the technical rules and regulations in the matter of admission. Another thing is in the present system emphasis is laid

on curriculum and examinations and grading Students are charged heavy fees and this system is losing relevance because it is not proving to be productive. Therefore, we have to link up higher education with the social demand approach. I, therefore, feel that though the concept of the Bill is quite good, there are certain problems which have to be taken care of. This concept has been experimented in Andhra where there are 35,000 students. I would ask the Minister whether he has an idea or estimate of the students who would be enrolling themselves with this open university from all over India, an estimate of the regional study centres, what their cost would be if you admit 10 lakh students or estimate that 1 per cent of the total population would be seeking admission. In one State itself when we have 35,000 from all over India number would be at least 10 lakhs. Then you will have to spend at least Rs. 100 crores per year. Only then you can have some results. Why I have moved a motion for reference of the Bill to a Select Committee is, apart from the enormity of the scope, the Bill is defective in many respects. It is contrary to the established concept of university education unlike the Pondicherry University Bill. There is no provision for court or senate in this bill. It is absent in this legislation. The only authority provided in this Bill is—Clause 16—the board of management, the academic council, the planning board, the board of recognition, the school of studies and the finance committee. No Senate, at all. I wonder how this institution will work. In every University in the Senate, there is participation by Members of Parliament also and that brings the Central Universities in close touch with the Members of Parliament and they know what their opinion is. Today, in this Bill, Madam, there is no Court. Then, take the case of appointment of the Vice-Chancellor also. I am surprised to see that it is made as if the whole thing is a department of the Ministry of Education. If that is the concept, we will never succeed, my friend will never succeed, in making the University function well which is being set up in the name of the former Prime Minister, Shrimati Indira Gandhi. Now, what is the provision for the appointment of a Vice-Chancellor? The provision is there under clause 10. Under this clause, the Vice-Chancellor is the principal academic and executive officer and shall exercise supervision and control. It says: "The Vice-Chancellor shall be appointed by the Visitor in such manner, for such term and and on such emoluments and other conditions of service as may be prescribed by the Statutes." But the Statutes provide a very interesting thing. It says: "The Committee referred to....shall consist of three members of whom two shall be nominated by the Board of Management and one by the Visitor, and the person nominated by the Visitor shall be the Convenor of the committee." But the Academic Council has been left out. *(Time bell rings)*. Nowhere in the Indian Universities you will see the Vice-Chancellor's recommendation. Everywhere the Academic Council nominee is included because the Vice-Chancellor is going to be the principal academic officer. Now, under this Act, it is left only to the Visitor and the Board of Management. Now, this Board of Management is also a very funny thing. Nowhere has it been said in the Bill as to what the number of its members is. It is dealt with under clause 7 of the the Statute. But there is no mention as to the number of members of the Board of Management. The only thing that is mentioned is that six members of the Board of Management shall form a quorum for a meeting of the Board. I am simply surprised at this. Is it not necessary to provide in the Bill as to what will be its membership, whether it is going to be 20 or 22 or 25 and so on? In every Act you will find such a clear provision. But it is not provided here.

Then, Madam the Board of Management or the Executive Council has no tenure. The Academic Council has got five years' tenure and, for the first time, Madam, I am seeing in this country that the Executive Council or the Board of Management has no tenure at all, but it will be a permanent body so that it will function more or less like an arm or branch of the Ministry of Education. Now, in respect of the other bodies, you have

[Shri S. W. Dhabe]

given the terms. About the Planning Board, you have said that it shall not consist of more than ten members. About the Finance Committee, you have said that it shall not consist of more than seven members. But what about the Board of Management? Similar is the case with regard to the appointments which are to be made. I think that there is an idea of Pro-Vice-Chancellor in this Bill. It implies that the Vice-Chancellor is not capable of doing his duties. Nowhere you will find two Pro-Vice-Chancellors being appointed. Now, you have provided that if a Pro-Vice-Chancellor is to be appointed from among the professors and if a professor's name is recommended, then it need not go to the Visitor at all and the Board of Management can approve it. But, if there is to be a selection, then a Selection Committee has to be appointed and then the Visitor has to appoint him. Whatever provisions are there in the Bill and in the Statutes are against the academic principles which we are following today in our country. The bodies are not properly mentioned and the provisions are such that they cannot effectively function. The planning Board and the Board of Management are made to be such bodies where it would be very difficult to know who the members are. Under these circumstances, I will plead with the hon. Minister that he should explain how the Academic Council is left out from the election panel for the appointment of Vice-Chancellor. Therefore, my submission to the hon. Minister is that this Bill requires a thorough examination and scrutiny. It should therefore be referred to a Select Committee.

SHRI VITHALRAO MADHAVRAO JADHAV (Maharashtra): Madam Deputy Chairman, I rise to support this Bill which has been brought forward by my hon. friend, the Education Minister of India. Madam, there is a great coincidence at the time of bringing this Bill in this House. As everybody knows, your great grandfather, Maulana Abul Kalam Azad, was the first Education Minister of this country. And you are sitting in the Chair—his grand daughter. It has a great cultural heritage.

This Bill is in the name of Srimati Indira Gandhi who herself was an open university throughout. I will like to read out one or two sentences which she spoke in one of the meetings:

> "inherited many good things from my father. I think the most precious gift was the tremendous confidence in the people of India. I have no doubt that this country which has faced great storms in its long history will always be able to weather whatever new storms are thrust upon us."

This is a quotation form Madam Gandhi's speech. So, Madam Deputy Chairman, that is why I said that it is a great coincidence, and it is an indication of the truth that India, the Government of India and our new young Prime Minister, Shri Rajiv Gandhi, want to reform the total educational system of this country.

Today we are facing several difficulties. I have gone through the detailed note, and there is no doubt that our education has expanded a lot. At the time of independence we had only 800 colleges and 27 Universities. Today we are havng 140 Universities and 5246 colleges, with 33.6 lakhs students. That means, from 4 lakhs students we have jumped to 33.60 lakhs students. A great expansion in education is taking place. But my friend, Mr. Hanumanthappa, has said that almost 80 per cent of the seats in higher education are utilized by top 30 per cent of the income groups. That means, socialism of the dream of Pt. Jawaharlal Nehru, socialism of the dream of your great grandfather, Maulana Abul Kalam Azad, has not come into existence. Pt Jawaharlal Nehru said: Unless equal opportunities are given to the entire masses of this country socialism cannot be established in this country and our democracy will not have any meaning. But now we have taken a very bold step to start this open University in the name of Madam Gandhi, because Madam Gandhi has herself said once that

the human race begins with children and a person who cares for children cares for the human race. So, Madam, this grand task is being done under the leadership of our young Prime Minister, Shri Rajiv Gandhi.

The objects of the Universities are very clear. The University would strive to fulfil the objectives by the diversity of means of distance education and continuing education and shall function in co-operation with the existing institutions of higher learning, and make full use of the latest scientific knowledge and new educational technology to offer a high quality of education. The University shall endeavour, through education, research, training and expansion, to play a positive role in the development of the country and rich heritage of the country and take special measures to promote and advance the culture of the people and the development of the human resources of India. There are so many objectives. But this is the gist of all the Objectives.

6.00 P.M.

Now, what is the position of the universities today? When we see the conditions that are prevailing in this country and when we see the acts of violence and crimes, we find that they originate from some of the schools and institutes and the root cause of all this is the disparity which is there in the society. I had the privilege of visiting Punjab. I have learnt that the Ludhiana University is the base of terrorism. Guru Nanak Dev Engineering College is the base of terrorists and extremists who are causing a lot of trouble to this country. They want to destabilise India. I think the basic reason for this is that we are not having a uniform educational policy. Nowhere it has been thought as to what is the purpose of education. The only purpose seems to be to get Arts or Commerce Degree or B. A. and B. Sc. degrees and loitering here and there for want of employment. All these things cannot solve our problem. A new educational policy should be framed to remove disparities among the people. The man who comes out of the universities must be able to stand independently in the society. I have got some idea. Seventy per cent of our population is dependent upon agriculure and 20 per cent depend upon industries. Except in agricultural colleges, I have not found any agricultural lesson or engineering lesson being given to the students from 1st to the B.A. level. After getting the engineering degree, our boys cannot work in factories. This is the basic defect in our educational system and it must be removed. Our education must have lessons on agriculture and industry from the 1st standard. Our boys must know how mangoes are grown and how the sugarcane is grown. Such things should be included in our educational policy. If this is done, our boys will not go in for service. They will go to the farms and work there. He will know all the methods of cultivation. He will go and work in industries. This thing should be done from the primary education stage. I am a farmer. My father was also a farmer. He taught me how to plough or till the land. He taught me how to put the land on the plough. If 70 per cent of our population is not involved in education, our education system will have no meaning (*Time bell rings*). Now, there is political influence in the unversities. Madam, you might be knowing that in Parbani Marathwada, a retired D.I.G. was employed as the Vice-Chancellor. What could he do there? Now he has been removed. There was unrest in the University and the D.I.G. has been removed.

THE DEPUTY CHAIRMAN: Perhaps, it was to inculcate discipline.

SHRI VITHALRAO MADHAVRAO JADHAV: Discipline should be there. Discipline should be result-oriented. Discipline should be research oriented . Discipline should be education orented Discipline is not just to take a stick and beat boys. It so happens when politicians take decisions about the appointment of Vice-Chancellors. This University is coming up with Madam Indira Gandhi's name. She was not only the leader of India. She was a world leader. She has not changed only the history of the world, but she has also changed the geography of the world. She had a great stature. She had

[Shri Vithalrao Madhavrao Jadhav]

the greatest stature. And we are having a University in her name and her life itself is an open University. Those students who will be studying in this University must be prepared to face the problems as Madam faced in her life. And there should not be any politics that my son should be admitted or your son should be admitted or Mr. Pant's son should be admitted. Madam always fought for the downtrodden people. Madam always fought for the Scheduled Castes and the Scheduled Tribes. But in this Bill this has not been given. It is stated here in Clause 7 of the Bill that "the University shall be open to persons of either sex and of whatever race, creed, caste or class, and it shall not be lawful for the University to adopt or impose on any person any test whatsoever of religious belief or profession in order to entitle him to be appointed as a teacher of the University or to hold any other office therein or admitted as a student in the University, or to graduate thereat, or to enjoy or exercise any privilege thereof. "Madam, it is a round statement and it does not carry any meaning. I would have appreciated if they mentioned that 20 per cent or 30 per cent of the seats are reserved for the Scheduled Castes and the Scheduled Tribes and the downtrodden people because it was the dream of Madam Gandhi. What will happen now? The Vice-Chancellor and the other officers who are sitting there will reject the poor boys from the downtrodden classes and they will take boys from the higher classes and the higher strata of the society. And the people from the poor classes will miss their opportunities in the very first University which we are going to establish in the memory of the greatest and the towering personality, Madam Indira Gandhi. So you must take care of that.

Madam, I have already said about the basic education policy. Now, I would like to take the privilege to demand something in this House because it is the University Bill and it is in the name of Madam Gandhi. My Marathwada region is also equally backward as you have the other downtrodden classes and the Scheduled Castes and Scheduled Tribes. We have got one University Sub-Centre at Nanded. For the last five to six years, people there are demanding that it must be converted into a full-fledged University because the Marathwada University is having more than 125 colleges and they are unable to manage all the colleges and they are unable to conduct the examinations. Even the three districts of Nanded, Lathur and Parbhani are having more than 50 colleges. So, that University Sub-Centre must be converted into a full-fledged University.

Madam, I want to say that uniform educational system should be there. The second thing is that physical education must be made compulsory from the 1st standard up to the college level because we have seen that in the Asian Games and in the Olympic Games, India's performance was not up to the mark and it was not satisfactory. So, it must be made necessary in the basic educational policy that physical education should be made compulsory. The other thing that I wanted to tell is an example which you might also be knowing. That is about Acharya Vinoba Bhave. Where was he educated? He was educated at a Prathmik Pathsala at Vai. You might be knowing that it is the same Pathsala where Mahamahopadhyay Dattovaman Potdra and Lakshman Shastri Joshi were also educated. They were educated at the Sanskrit School at Vai. Such type of schools are giving education like the open Universities. And now the time has come that you must not only start an open University in the name of Madam Gandhi but it should be a University of Universities. It is because Canada has got, China has got, Britain has got and so many countries have got the open universities. I would like to suggest to the hon. Minister that you must start four or five regional Open Universities—one should be started at Madras in name of the Kamraj: one should be started at Bombay in the memory of hon. Yashwantrao Chavan who is the founding father of Maharasthra; and one should be started at Calcutta in the name of Netaji Subhash Bose. And their head office should be at Delhi at the Indira Gandhi National Open University. That is my suggestion.

With these few words, again I would like to conclude my speech with the famous quotation of Madam Gandhi that "tradition is not just the past. It is that part of the past which lives on in the present and enables a people to face the challenge of the future." So, the future challenge is before us. The future challenge is before the Education Minister. We have to take India into 21st century under the able leadership of hon. Rajiv Gandhi. So, we must accept this challenge. We must completely change the educational policy. The subjects which must be included in the curriculum or the syllabus must be the topics which are very dear to Madam Gandhi. I would now like to say about the 4 subjects to be included, and they are marine engineering, aeronautical engineering, environmental engineering and the one Madam Gandhi was so found of the forestry. So, all these subjects must be given some special status in this university.

With these few words, I once again congratulate my senior friend, Shri K. C. Pant, for bringing this very outstanding Bill and I wholeheartedly support it. Thank you.

SHRIMATI KRISHNA KAUL (Uttar Pradesh): Madam Deputy Chairperson, with your permission, I rise to support and speak on this Indira Gandhi National Open University Bill, 1985, as proposed by the hon. Minister of Education, Shri K. C. Pant.

The establishment of the university fulfils a long-standing need for an alternative system to the formal system of higher education which has not been able to serve as an effective means of equalising educational opportunities. Almost 80 per cent of the seats in higher education are utilised by the top 30 per cent of the income groups and one of the factors responsible for it is the rigidity of the existing system which requires a certain percentage of attendance in the classrooms. This has proved to be a great disincentive to those who are desirous of pursuing higher education but are unable to meet the qualifying requirement of regular class-room attendance. The open university will not have regular class-room instructions and will not rely much on direct contact between the teacher and the taught. Instead, it will bring knowledge or training to the students without dislocation of either their domestic arrangement or their employment which will be done by multimedia teaching packages with only minimum reliance on face to face teaching.

In this connection I would like to say that some hon. Members expressed doubt over the efficacy of the open university system on the ground that there would not be any face to face teaching. In this context, may I submit that face to face teaching has got relevance in the early stages of education and not so much to the advanced stage of higer learning. As far back as in mid-forties when Harold Laski used to lecture in London School of Economics, provision of mike was made for those desirous of listening to him and benefiting thereby while they sat in other rooms, in galleries, in corridors or compound or wherever they could comfortably settle themselves.

This open university system provides an additional advantage because we are also seeing while listening.

There have been certain other objections and doubts raised and in that particular context, I would like to quote Iqbal.

जो थोड़ी शंकाएं, शुबहा लोगों के मन में हैं वे मुझ में भी हो सकते हैं । इकबाल का मैं एक शेर अर्ज करती हूं :—

नहीं है नाउम्मीद इकबाल अपनी किश्ते वीरां से बहुत जरखेज है मिट्टी, इसे कुछ नम तो होने दे ।

Thus, the open university system will bring higher education within easy reach of all those who are desrious but are unable to acquire it due to their socially or economically disadvantaged situation.

[Shrimati Krishna Kaul]

There has been tremendous expansion in the field of higher education. The number of universities has gone up from 27 in 1950-51 to 140 in 1983-84, with enrolment of students rising from 4 lakhs 3 thousand to 38.60 lakh. The average annual increase in enrolment during the last 3 years, has been about 6.8 lakh per year. About 10 lakh students are now seeking admission to college every year and this pressure is likely to increase further as a result of the thrust for the universalisation of elementary education through formal education, non-formal education and open school system. As we all know, the unmanageably large number of students cause tremendous strain on the universities, resulting only in the quantitative output, of the most poor quality. In addition, it leads to rampant corruption, indiscipline, trade unionism, politicking in all areas of academic activity. Hopefully, the national open university will substantially reduce the pressure for admission to the regular universities and in course of time, restore to them their prestige as centres of academic excellence.

Another laudable feature of the open university is the flexibility in the choice and combination of subjects. In the formal system, the combination and choice of subjects is inflexible. The students have to study subjects which are often not relevant to their needs thus resulting in a pronounced mismatch between the contents of educational programmes pursued and the needs of an unfolding personality in a developing society.

Yet another advantage of the open university system is its cost-effectiveness without sacrificing standards. The traditional system of higher education is very costly. The open university will cost much less and will be within the means and easy reach of the desirous.

Madam, the Indira Gandhi National Open University also meets the long-standing demand for an institution at the national level, which would recognise colleges on a selective basis and assist in their development as autonomous institutions under the overall umbrella of the national institution. Such an instrument at the national level can also effectively contribute towards national integration and develop a core curriculum which can then be used by many other universities. Besides, such a facility will encourage a greater mobility among students transcending barriers of States and Regions.

Another laudable feature of the Bill is the proposal that the national open university, apart from helping and guiding the development of the open university, will have the power to recognise and admit colleges to its privileges.

Madam, the idea of an open univertity is not new. Open universities have been functioning splendidly in several countries including Great Britain, Canada, U.S.S.R., West Germany, Pakistan, China, Sri Lanka, Thailand etc. In our own country, there is an open university established by the Government of Andhra Pradesh in 1982. Proposals for establishment of more such open universities are underway in Bihar and Maharashtra. Some of the existing universities are also having correspondence courses. But, of course, there is a basic difference between the corespondence courses and the open university system. Proposals for the establishment of a national open university in India have been under consideration since 1974. However, our worthy Prime Minister, Shri Rajiv Gandhi's emphasis on education has inspired the Ministry to go ahead with the proposal. The recent breakthrough in communication technology, specially, the commencement of the operations through INSAT 1-B has given them the fillip to launch successfully the open university experiment in India.

It is an undeniable fact that the open university system has stood the test of providing standard education in other countries. If the experience of other countries is any indication, the open university system could be taken advantage of by the desirous in different walks of life, such as teachers, scientists, technicians, dairy farmers, medical men, house-wives, workshop man, labourers and so on.

It is envisaged in the Bill that the University will strike to fulfil its objective by a diversity of means of distance education and continuing education. It proposes to function—I quote—"in co-operation with the existing universities, institutions of higher learning and make full use of the latest scientific knowledge and new educational technology to offer high quality of education." In this context, may I know from the hon. Minister how does he propose to separate the colossal chaff of evil, in all its facets, prevalent in these portals of higher learning and gather only the precious grains of knowledge scattered therein, while functioning in cooperation with them. Is it also not likely that this open university system will get corrupted or contaminate itself through this contact, and some of their evils creep in right at the launching of this salutary programme of the open university experiment.

Again the Bill envisages that the University will depend heavily on modern communication technology such as radio, audio cassettes, T.V. video, video-disc, computer and printing technology. Though it has been established on the basis of world-wide experience that these technologies can deliver a high quality of instruction, cover large numbers, reach distant and remote areas and ensure economics of scale, I would most humbly submit that ours is a large country with population bursting at the seams and which is ever increasing with tremendous pace. Therefore, great case is required towards the establishment of the core network and at every step and at every stage provision has to be made for careful setting-up of media network. Equipment, its operation and maintenance needs utmost care for the envisaged effective utilization of the technology of the multi-media facilities. For instance, in the rural areas if the TV set goes out of order or if the technician does not turn up for days together, it becomes very difficult and there is a long gap before it is functional again.

A glance at the programme of studies in the open university of U.K. conveys the potential of the continuing education system. However, it is necessary that the optimism generated by the introduction of this Bill should be tempered with a note of caution and realism.

It has to be ensured that the quality of education imparted and the system of evaluation evolved is of a befitting standard. It has also to be ensured that this system, which is called the system of a second chance, does not become a second rate alternative to formal education and I would like to know how the Hon. Minister proposes to insultate the open university examination system from the maladies which have eaten into the entails of the formal system like a cancer.

In the end I would like to submit, Madam, that in the short time at my disposal I have tried to enumerate some of the salient features of the Bill with areas demanding caution and care. There is no doubt that the establishment of the Indira Gandhi National Open University is a practical, timely and great step indeed towards equalisation of educational opportunities. For here is a system which is so flexible that a specially talented person would be able to fit himself into a level suited to his peculiar genius without having to go through a long and enervating rigmarole of the multiplicity of examinations and waste his time and genius on areas of learning incompatible with his special potentials.

Before I close I would like to say that the University is being named after Shrimati Indira Gandhi. It is being named so, not for the reason that there is any doubt about her place in the history of the nation or her place in the annuls of world history, but it is a token of homage, a tribute to this great daughter of India, who never compromised with the country's honour, who brought glory to the motherland and who symbolized the very soul of the nation.

नशुर वाहिदी का कलाम अर्ज है :

कारनामों का जो अलबम है उसे गौर से देखें ।

सबसे ऊंची यही तस्वीर नजर आएगी
इसके संजीदा तबस्सुम में किरन की मानिन्द
इक नए दौर की तनवीर नजर आएगी ।

[Shrimati Krishna Kaul]

And we confidently hope that this Open University will make its envisaged contribution towards the realisation of her dream of building a strong and vibrant nation by promoting in its students activity of thought, humane feelings and responsiveness to beauty and entering the 21st century, in step, if not ahead of the developed countries of the world, with grace, with greater poise with greater serenity, with glory and contributing and enriching it by our special wisdom, our age-old, our ageless wisdom of India. With these words I support the Bill.

Thank you.

THE DEPUTY CHAIRMAN: Shri M. P. Kaushik.

SHRI S. W. DHABE: Madam, now from this side.

THE DEPUTY CHAIRMAN: Your time has been consumed by you and the gentleman there.

SHRI S. W. DHABE: The hon. Member from Jammu and Kashmir wants to speak.

THE DEPUTY CHAIRMAN: There are many Members from so many places. That is not the criteria that you belong to a particular place. There are others also.

SHRI S. W. DHABE: So many of them are speaking. Please give five minutes each.

THE DEPUTY CHAIRMAN: You said five minutes and you took more than ten minutes.

SHRI V. GOPALSAMY: In our dictionary, five minutes means 15 minutes.

THE DEPUTY CHAIRMAN: It means not less than 5 minutes. Yes, Mr. Kaushik. You can start now. It will be counted from now.

SHRI M. P. KAUSHIK (Haryana): Madam, I rise to support the Indira Gandhi National Open University Bill. The topic has been thoroughly thrashed out and I think almost all the views have been expressed about the Bill—some critical but most of them in support of the Bill and for its appreciation.

The way I look at this Bill is that this is actually for those who are unfortunate, those who could not continue their education, those who could not have the oportunity of improving their attainments before entering some profession. It is for the down-trodden, the neglected majority of our Indian people. In this sense this is the most laudable project which needs support from all quarters.

The Open University will be a very big affair. Its jurisdiction will extend to whole of India. The students will be having a number of problems. The basic problem is the medium of instruction. There is a provision in the Bill for Regional Centres, Study Centres etc. From this we can imagine that there will be provision for instruction through all the languages of the land as far as media of instruction are concerned for the degree courses, the diploma and certificate courses and even for the post-graduate courses. I am of the firm opinion that the mother tongue is the only language which can give the maximum benefit to a student or a learner, or a person can express his best ability through the medium of his mother tongue. At the present moment in the universities the prevalent language is English, no doubt, but I think the earlier we shake it off, the better it is. In this university, if we want to make it, as its name suggests, an all-India Open University, we should have a number of languages—almost all the languages approved by the Constitution—to be the media of instruction for all the courses it caters to. In this way we will be reaching the poorest of the poor, all those who had been neglected in the past.

As far as the running of these centres is concerned, there is a provision in the Bill that there should be autonomous colleges affiliated to it. I have got one reservation about it. We may have autonomous colleges. There is no harm in it.

But we should take care to see that the college deserves to be made autonomous, because an autonomous college has the right to take examinations, award diplomas, award degrees and for this facility to be extended to a college, the college should have the infrastructure or the capacity or the capability of its staff. All this should be taken into consideration before giving autonomous status to a college.

Then we will be having the problem of sending the reading material to the students in all the corners of the country. My suggestion is that the Regional Centres should be at least near about a dozen so that the reading material reaches the students well in time. As far as the present correspondence courses of the 21 Universities are concerned, the common complaint is that the students do not get the lessons and the scripts which they send for checking never return, the session comes to a close and the examinations are there. In this case, in this University particularly, before we start the actual academic session of the University, we should make sure that these lacunae, these lapses, are no longer there and the students are not put to any disadvantage.

*(Time bell rings)*...

Madam, please give me three minutes more at least.

THE DEPUTY CHAIRMAN : Okay.

SHRI M. P. KAUSHIK : This bell gives a complete full stop, not even a semicolon.

THE DEPUTY CHAIRMAN : I wish it has the same effect on everyone. For some people it acts as an incentive!

SHRI M. P. KAUSHIK : As far as these Regional Centres are concerned, I think they should be made the nucleus of sending the reading materials to the students.

As far as the innovations of certificates, diplomas, are concerned, this is a welcome feature and a very good innovation to improve the qualifications and the lot of the poor people and also to encourage other people to take part in the learning process which is absolutely necessary for the sake of the democracy. While on this, I have a feeling that every University should have a compulsory item before it awards a degree or a higher type of diploma, and that is, education on moral codes, ethics and fundamentals of all the religions of the land. I think our young people should understand what a correct human being is, what are the qualities of a good citizen and what are the qualities of a better person who can enrich his own life and the life of the nation and be responsible for peace, amity and progress in the country.

As far as the new innovations are concerned, of making use of television, radio, video cassettes and other audio-visual aids for the learning processes, I think the more the use the better it will be.

Now the question comes of subjects, particularly of science subjects. There was a reference that scientific texts should be supplied to the students for their experimental work so that they can continue their science studies. My own observation is that we have got more than 5,000 colleges in India, half of which are purely arts colleges or commerce colleges and even half of those 2,500 colleges are not fully or well equipped in instruments as far as science subjects are concerned, to meet the present-day needs of the society, what to speak of the 21st century we are thinking of entering into. In this case it will be much better if the Centre takes into its own hands the responsibility of seeing that those colleges which are used for imparting this education to the students of this University are fully provided with modern equipment and modern experimentation facilities. With these few words, Madam, I support the Bill.

THE DEPUTY CHAIRMAN : Mr. Prashant, you have given your name. Your people have taken more time. If you can make your points in five minutes, I

[The Deputy Chairman]

will allow you, because I think the Minister has to go to a Cabinet meeting.

**श्री धर्म चन्द्र प्रशान्त** (जम्मू और काश्मीर): उपसभापति महोदया, मैं इस विधेयक का समर्थन करने के लिए खड़ा हुआ हूं। यह विधेयक जो शिक्षा मंत्री जी ने इस सदन में पेश किया है, बहुत ही महत्व का है। इसके महत्व के कई पहलू हैं जिनमें राष्ट्रपति का कुलाध्यक्ष होना, श्रीमती इन्दिरा गांधी जी के नाम से यह स्थापित करना और दिल्ली इसका हेड-क्वार्टर होना है। इसकी परिधि सारे भारतवर्ष में होनी है। यह एक बहुत ही महत्वपूर्ण विधेयक है।

कुछ एक शंकाएं हैं मैं शिक्षा मंत्री जी से कहूंगा कि उनका समाधान करें। पहला कोई विद्यार्थी जो दूर पहाड़ों पर है और वह इस सुविधा का उपयोग करना चाहता है, आपने कहा है कि फिल्म, वीडियो केसेट्स, टी० वी० और पत्र व्यवहार इसका माध्यम होगा, तो क्या वह विद्यार्थी इन सुविधाओं को प्राप्त कर सकेगा जहां बिजली नहीं है या जहां पत्र व्यवहार में, पत्र आने जाने में 15 दिन कम से कम लग जाते है, कभी कभी मिलते नहीं हैं। ऐसे विद्यार्थियों का क्या होगा।

जो नियुक्तियां हैं, आम विश्वविद्यालयों में नियुक्तियां काउंसिल करती है, काउंसिल सिफारिश करती है परन्तु देखा गया है कि काउंसिल की जो कमेटी बनाई गयी है उसकी सिफारिशें वहीं रहती हैं, वाईस चांसलर्स ऊपर से आ जाते हैं, कई यूनिवर्सिटियों में आई०ए०एस० वाईस चांसलर्स बन गये हैं, इसलिए इस यूनिवर्सिटी में, क्योंकि राष्ट्रपति इसके कुलाध्यक्ष होने हैं और श्रीमती इंदिरा गांधी जी के नाम से यह है तो इसके कुलपति बाहर के उच्चतम शिक्षा शास्त्री हो जिन्हें सारे भारतवर्ष के लोग जानते हों। ऐसा नहीं कि किसी की सिफारिश पर आ जायें।

इसी प्रकार प्राध्यापकों और अध्यापकों की नियुक्तियों के बारे में है कि वे सिफारिशों पर न हों, उनकी मेरिट्स को सामने रखा जाए। चौथा आपने कल्चर या संस्कृत का नाम इस विधेयक में दिया है। इसका ब्यौरा नहीं दिया गया है कि संस्कृत का कैसे उत्थान होगा। मेरा अनुरोध है कि संस्कृत हमारे देश की भाषा है इसलिए इस विश्वविद्यालय में संस्कृत के उत्थान के लिए भी आप कोई स्थान रखेंगे। अनुसंधान जो है इसको भी आप वहां पूरी सुविधा देंगे और अच्छे शिक्षा शास्त्री, अनुसंधानकर्ता जो हैं उनको आप लेंगे।

इसी प्रकार आपने अनुशासन की बात कहीं। आम यूनिवर्सिटीज में जो एक्ट्स हैं उनमें डिसिप्लिन की बात होती है। लेकिन हमने देखा है कि यूनिवर्सिटीज में अनुशासन बहुत ही गिर गया है, आग लगाना, वाईस चांसलर्स का गिरोह करना, किसी प्रकार का घरना देना और हड़तालें आदि चलती है। आप इस चीज में ख्याल रखें कि ये बातें न हों तभी इस युनिवर्सिटी का नाम सार्थक होगा।

पांचवां, जो यूनिवर्सिटी में लड़के लोग जाते है वे वहां इसलिए जाते है कि डिग्री लें और नौकरी करें। इससे बेकारी बढ़ेगी। इस यूनिवर्सिटी में जो भी विद्यार्थी जाये उनके दिमाग में यह होना चाहिए कि हम योग्यता और शिक्षा प्राप्त करने के लिए जा रहे है, बेकारी बढ़ाने के लिए नहीं ताकि इस यनिवर्सिटी का जो नाम है वह सार्थक हो सके। धन्यवाद।

THE DEPUTY CHAIRMAN: Thank you, Mr. Prashant, for being so brief Mr. K. C. Pant.

SHRI K. C. PANT: Madam, 23 Members have participated in this debate, and I would like to thank all of them.

The suggestions which many of them have made, are most welcome. The debate covered areas which were somewhat wider than the scope of the Bill. But that is welcome because we are engaged in the

exercise of reviewing the educational policy. Any suggestions made by hon. Members in that context are welcome. Some of my friends made personal reference to me and I think I must thank them for those references. Madam, all the hon. Members who spoke welcomed the Bill. Some of them wanted the Bill to be referred to the Select Committee. But so far as the main thrust and purpose of the Bill is concerned, every hon. Member who spoke has welcomed it. For that also I would like to thank them. There have been some points of criticism. These have been denied by other friends from our side who spoke earlier. I would not like to repeat those points or the points I have made earlier. But a certain amount of repetition may be unavoidable. The hon. Members, generally all of them have, in fact, who referred to the matter, have welcomed the fact that the university has been named after Mrs. Indira Gandhi and have paid tributes to her contributions to national life, her interest in education and the appropriateness of naming the university after her. I share the sentiments. I had given an expression to it in the beginning. I do not think the point needs to be laboured.

I think the House has by and large welcomed the fact that we are breaking new ground in the field of education today that we are taking a step which is full of promise and full of great potential. It will be very far-reaching in its effect. It is not something which is totally new in the sense that the Andhra Pradesh open university is already there and several countries in the world to which many hon. friends referred already have such universities. Therefore, we are aware of the possibility in the potential of such open universities. The important thing is that this experiment when it succeeds will not merely provide opportunities to those who do not have these opportunities for higher education, but hopefully it will also need to a change in attitudes. This is a point which some of my friends have made which I think is very important. It provides an alternative system to the formal system of education.

The need for coordination was emphasised by some hon. Members. I think that point is well taken and we shall attend to that.

The flexibility and innovation aspects which my hon. friend, Shri Gurupadaswamy referred to and other hon. Members is really the hallmark of the open university system; and that is what makes it attractive; and that is what makes it effective; and that is what makes it relevant to the needs of the learners; and that is where the absence of the rigidities of the present formal system makes this system so much superior in this particular aspect—innovation in terms of courses, innovation in terms of combinations and also innovation in terms of modern communication media and the use thereof. These are all areas which characterise the open university system. And I think that when we look at the exciting possibilities of giving access to people living anywhere in this vast land, any corner of it, this gives them access to higher education, whether it is a house-wife living somewhere, whether it is a worker working somewhere, whether it is a farmer, whether it is a Government servant, whether it is a teacher. People spread out in millions working in different areas, in different conditions, but with the ambition to learn, with the motivation to learn, with the desire to improve their skills, with the desire to improve their knowledge and to enrich themselves, all of them can have access to this system. It opens a door which was closed hitherto. Shri Hanumanthappa referred to this aspect and I think, it is very important to understand what this will mean to millions of people and therefore, the potential, as I said, is large and there is a breath of newness and freshness about this open University. To confuse it with the other Universities would be wrong. To confuse it with Correspondence Courses would also be not correct and I shall later on, deal briefly with the difference between the Correspondence Courses and the Open University System. Mr. Pande is not here. He referred to the financial outlay. Madam, I would not be revealing any secret if I told you that there are financial constraints and that all of us have to struggle with the Finance Ministry and the Planning Commission for our projects and I think, I should take the

[Shri K. C. Pant]

House into confidence and tell you that it is the support of the Prime Minister, who has consistently pushed educational projects, that has enabled us to really go ahead with this project this year and so, while I can understand the anxiety of friends who think the outlay is too little considering the horizons of this project, I would say the outlay is adequate for our purposes today and that once we got it going, then we shall be sure of support within the Government and we shall be sure of support from outside also because we are going to see to it that from the point of view of quality, this education is as good as we can make it. That is the point I shall refere to later and therefore we will expect this system to survive on the basis of its credibility and its ability to establish quality. That will be as Prof. Ramachandra Rao has said will be the survival of the fittest and in this context, the Open University-National Open University will accept the challenge and will survive on the basis of its performance. I would like to make this submission to you because that is the approach with which we are proceeding with the Open University. Now, Madam, we have two motions for reference of the Bill to the Select Committee. Now, I do not want to spend too much time on this but many hon'ble friends have pointed out that it may not be necessary to refer this to the Joint Select Committee and some have pointed out that it would un-necessarily delay the Bill. Now, I would only say this that undoubtedy, this is a new measure in the sense, there is no National Open University. But it is not new to the country. In other words, the Andhra Pradesh Open University was established a couple of years back and has been functioning now for a couple of years. And the Andhra Pradesh Open University is doing quite well. Now we have for this university as the Officer on Special Duty, who is doing all the work relating to the establishment of this university, Dr. Rama Reddy, an eminent educationist who was responsible for the establishment of the Andhra Pradesh Open University. We have now brought him over for the National Open University. And if I may say so, there is nobody else in the country who has his experience in this particular field. Therefore, even if we had a Select Committee, I can hardly think of anyone with greater experience who would be able to contribute at this stage to improving upon what Dr. Rama Reddy is doing. After all, it is not my expertise; it is his expertise; it is the expertise of the person who has studied the other universities, who has studied the U.K. Open University, who has studied the West German Open University, who has studied the Thailand Open University and who has established an open university in this country. Therefore, all of us, I think, should feel quite safe in entrusting the beginnings of this university to him. If we at this stage allow any delay to take place, then ultimately it will mean delaying the start of this university. I think Shri Hanumanthappa is quite right. It is better to start the university, watch its progress and then to review the progress from time to time to see whether the objects which have been specified in the Bid are being achieved or not. And since there is provision for an annual report to come before the House, it is open to the House to discuss that report whenever it likes. I think it would be a better approach.

Madam, there is a Government amendment also, to which a reference was made. Now since certain delegated powers are there, under those delegated powers, rules and regulations can be framed. But there was no provision to lay on the Table of the House those rules and regulations, statutes and ordinances. Therefore, I have come forward with an amendment under which the Government will come forward and lay those statutes, etc. on the Table of the House. I think this is something which the House will welcome as it will give them an opportunity of following closely what is happening in the university. After all, we are all answerable to Parliament and Parliament should have access to this information. It is in that spirit that I have brought forward this amendment.

There was a suggestion by Dr. Ramachandra Rao that we should benefit from the experience of those countries which have open universities. Dr. Asima Chatterjee referred to the need for a national symposium. and Shri Shanker Sinh Vaghela also referred to the need to take

advantage of the experience of those universities. I would like to assure my friends that this is precisely what we propose to do. We propose to convene a workshop later during the year, to which we will invite people from these open universities so that we can have a discussion with them for precisely the same reason that we take advantage, full advantage of their experience.

Then a reference was made to the need for coordination with the UGC. Dr. Ramachandra Rao referred to it, Dr. Lokesh Chandra referred to it and one other friend referred to it. Madam, we would like the open university to grow at this stage on its own, with full freedom, because it would be better to allow this new plant to grow into the sunlight, as it will. I think at this stage we do not link it too closely with the established institutions. Let us evolve its own practices, its own traditions, its own values. That may be better for an open system like this because, after all, every institution gets conditioned by its own experiences and we would like this university at this moment to be completely free of the conditioning of all other institutions. This is not to say that the UGC and this university should not have any coordination. It will be absolutely essential to have coordination. UGC is a prime institution of the country. There must be full coordination and cooperation between the two. There must be coordination and cooperation between the open university, other distant education systems as well as the universities and institutions of higher learning in the country. There is no room for any debate or any discussion on that. This has got to be done. But at this stage of development I hope the House will agree that we should let the open university to grow on its own and to help in the development of the other open universities which will come up as well as the correspondence courses which are being run by certain universities—24 I think was the number mentioned. I say this because the scope and potential for growth of this university is so enormous that if we let it grow on right lines, if we guide it on right lines, I think in the years to come we will get rich dividends for it.

Then, there was some reference to the need to see that there is no rigidity of courses. Dr. Rao referred to it, Prof. Lakshmanna referred to it. I completely agree and, in fact, that is intended have and it should be possible, in fact, to have combinations which combine, say, history with chemistry, combinations which are simply not possible under the formal system. It should be possible, as someone said, to go in for a course without going in for a degree. If you want to acquire certain skills or acquire certain knowledge or some learning, if you want to deliberately go in for some course and are not keen on a degree, the open university will not force you to go in for a degree. You can go in only for those courses. There is a module system. You can take advantage of that module structure in any manner you like. There will be a system of credit being acquired for education in the formal system and the open university facilitates lateral mobility between the two systems. So I think that the thrust that honourable Members had in mind has already been adoped in very many enabling provisions of this Bill. Then there was a reference by Prof. Lakshmanna to the need to use the existing college facilities. Well, that is also envisaged and is provided for and we shall make full use of the existing faciities. We have no intention of spending a lot of money on buildings in which we can today establish study centres or carry out the various face-to-face education programmes that have been referred to in the Bill. For those we shall make use of the existing facilities as well as the laboratories and libraries. We want to reduce expenditure to the minimum and along the lines of other open universities we shall also make use of the existing facilities to the maximum. Shri Gopalsamy referred to quality and cost. I shall discuss quality in relation to correspondence courses in a minute. And about the cost

7 P.M.

aspect, all I can say is that the experience of the other countries has been by and large that the open University system is less costly than the formal system. The UK system, which is supposed to be the costliest, finds an open University still much cheaper than the formal system. I do not want to

[Shri K. C. Pant]

go into the figures though I have got the figures because I am a little careful about the figures. I say this because these are not always comparable and so, if I give you some figures for three Universities without knowing the basis on which they are worked out, then I may paint a very false pictures. But the broad point is that provided there is a sufficiently large number of students enrolled in the open University, it will be a more cost-effective method of imparting higher education to the students.

Mrs. Krishna Kaul referred to the aspect of equality of opportunity and that really is one of the most important objectives of this Bill. There are so many people who will be provided opportunities only through this open University Bill. Establishing an open University will mean providing a chance to them in life which they would have been completely denied unless this University comes up or came up. They depend on this. Therefore, you can say that really and in a true sense this opens the doors for a vast number of people who otherwise are denied this opportunity.

Dhabeji referred to that fact that ten lakhs of persons should be expected to enrol themselves in this University which means that he has very high hopes of this University and which means that he expects it to be a great success if he is expecting ten lakhs of students to enrol themselves. If that is so, then he is even more optimistic than I am.

SHRI S. W. DHABE: I said that we have now 35,000.

SHRI K. C. PANT : I know that there is a vast difference between 35,000 and 10 lakhs. I am only pointing out that even though you were critical of some minor points, in the broad thrust of the Bill, I find that your optimism far surpassed the optimism of all the other speakers and, therefore, I congratulate you on your imagination also, on your vision. But the fact now is that when it comes to the figure of ten lakhs, which seems to be a very large figure, we must remember one thing. China today has an open University with a million students, one million.

Even a country like Thailand has four hundred thousand students. Therefore, the figure of ten lakhs is by no means imaginary though, at the present stage, I would not venture any figure because it is too early to do so. But I am only saying that we should not shy away from a large figure in a large country.

SHRI S. W. DHABE : I was mentioning about the cost and in the context I mentioned about the figure of ten lakhs.

SHRI K. C. PANT : Well, you did refer to it in the context of the cost factor. You see, the larger the enrolment, the lower the per capita cost because the same facilities then start operating for a larger number of people and this open University system, the long distance education system, is not entirely a class-room education and it is face-to-face education only to a small extent and that too is because there are part-time teachers and there are teachers who are appointed only for preparation of material, etc., etc. So, the overheads get somewhat minimised and as the number goes up, the same overheads remaining, the cost comes down per student and, therefore, having a large number is not a handicap.

Madam, some friend referred to the need to have these institutions near the concentration of workers. I accept that idea, though this is for a University, and I would like to inform the House that in the U.K. they have found that a fair percentage of the manual workers are taking advantage of the open University system. They have analysed the number of women who have utilized them, the housewives who have utilized it, the manual workers, the non-manual workers, and so on, and it makes a very interesting reading. If any of our friends are interested, I will be glad to give you those figures so that you can see for yourself what kinds of possibilities are open for the workers, and there is no reason why we should not do the same here.

Now, there are a few points which Dhabeji raised and I think I must deal with them. One, he said that the Bill does not have any Court. There are other Universities also which do not have Courts. It is not the only one. The Committee on Central Universities has recommended that there is no need for Court. And, in fact, there is no provision for a Court or a Senate in the Agricultural Universities or Jawaharlal Nehru Technological University, in Andhra Pradesh in the Open University, etc. And there is no provision for a similar body in the Open University in the U.K. and Open University in Thailand. So I think that takes care of that point. The other point raised by him, and I think Mr. Prashant also raised it at the end, is about the selection of Vice-Chancellor. Dhabeji asked why the Academic Council should not be involved. In no Central University the Academic Council is involved in the selection of the Vice-Chancellor.

SHRI S. W. DHABE : In Maharashtra they are associated.

SHRI K. C. PANT : That may be the case in Maharashtra, but it is not so in the case of Central Universities.

Then he referred to the fact that the Bill does not give the strength of the Management Board or the Planning Board. As you may have seen, because you have obviously studied the Bill, it only contains provisions for the first set of statutes, so that the University can be set up and thereafter provides for the University itself to decide all these matters.

SHRI S. W. DHABE : But it provided for the Academic Council.

SHRI K. C. PANT : They will decide. The Academic Council will be there. Other bodies will be there, and they will decide. The statutes will be made later. This is only for the purpose of setting up of the University. The point I am making is that even these statutes which are provided in the Bill, even these can be amended later because these are statutes with a very limited transitional purpose in a way; it is to establish the University.

SHRI S. W. DHABE : I would not have raised it but because it provided for other boards...

SHRI K. C. PANT : It is all right. I take your point. But this is the reason.

Now, I would like to deal with one important point which has been made, and that is about correspondence courses, the difference between correspondence courses and the Open University. Even a well-informed person like Shri Gopalsamy, my friend Gopalsamy, seems to have somehow equated the two, and he referred to the various Open Universities in the country. He has referred to three institutions. There is only one Open University in the country, that is, Andhra Pradesh. The others must be correspondence courses.

SHRI V. GOPALSAMY : Mr. Minister, the other Universities are also having the same pattern of education. The Mysore University and Madurai Kamraj University....

SHRI K. C. PANT : They must be correspondence courses.

SHRI V. GOPALSAMY : They also supplement; they have radio broadcasts and tutorial classes.

SHRI K. C. PANT : The basic point that we have to understand is that if there is a correspondence course in a University, it is a poor cousin of that University. Teachers don't like to go in for that. Generally, there is a feeling that the correspondence course is less important than the other courses and so on and so forth. A certain climate has been built up in the country and the correspondence courses or the people who are managing these courses do not have the freedom. They cannot draw up their own courses. They do not have any kind of flexibility and within the rigid systems they are following those courses and those examination systems and everything exactly according to the book of rules of the university. They have no elbow room at all. Therefore, correspondence courses, over a time, have been relegated to the secondary

[Shri K. C. Pant]

position in the universities. On the other hand, the open university system is based on distance education alone and is responsible for its own standards and will be going into the stream of education ready to compete with the best. It will see that it taps the best resources in the country, he best minds in the country. It will invite them to draft the material, the teaching-learning material. It will invite them to prepare programmes for T.V. and radio and it will look around even outside the education system to get good people. Therefore, in this case the open university will concentrate on distance education and in the other case it is almost a neglected appendage to the university system. This is the difference between the two and this is a very fundamental difference. There you use some correspondence courses which may be supplemented at times by something else. Here in the Open university you use all the media. You use T.V., cassettes, videos and radio and also you use correspondence courses. In addition, you have certain face to face teaching. You have the study centre and the regional centre. You have an elaborate arrangement which ensures that good quality education penetrates into the farthest corner of this country. This is the difference between the two and that is why we laid so much stress on quality. This is possible only because the open university will have complete freedom in the matter of its courses, etc. There is no rigidity either of the class rooms or courses or the combination of courses or the eligibility factor. It is this freedom which will enable the open university to function for better than any of the correspondence courses.

PROF. C. LARSHMANNA : The statutes are in the Second Schedule and the power of making statutes is given to the Board of Management and the Board of Management has to be formed through a statute. There is the problem.

SHRI K. C. PANT : There won't be any problem. All this has been looked into. That won't pose any problem.

PROF. C. LAKSHMANNA : Who will frame the statute?

SHRI K. C. PANT : The Visitor is there. There are provisions. If you look into it, it won't pose any problem. I assure you. I am telling you that there won't be a problem.

Now, a point which was made by one hon. friend from the CPI(M) was with regard to the democratisation of the education system and so on. I have already taken enough time of the House. I do not want to go into this aspect because it will be a long discussion and Justice Mitra and some other friends have answered this point. But I would like to say this. This type of nitpicking criticism of a sentence here or a provision there is really to lose sight of the main thrust of this measure. I would have thought that my friends from the CPM would have welcomed this opportunity for people from far-flung areas, under privileged people. people in rural areas to have access to higher education through the means of this Open University. I would have thought that it is far more important to think in terms of the way this will help the democratic functioning of our country, the way it will srengthen the fibre of our democracy by giving this opportunity to all these people rather than to get lost in the minor so-called democratisation of university bodies. They are missing the wood for the trees. And I am surprised at this because where a measure like this with all its potential is brought before you, to lose sight of the whole thing and then to get lose in the details does not do credit to a party which is running a State... (*Interruptions*) I beg your pardon.

SHRI RAMENDRA KUMAR PODDAR : Both can be had at the same time. You can run the Open University in a more democratic manner. We did support the concept of the Open University.

SHRI K. C. PANT : You have been a Vice-Chancellor or you are about to become a Vice-Chancellor—I do not know which was which....

AN HON. MEMBER : Therefore, the difficulty.

SHRI K. C. PANT: But the fact is that when my friends from the CPM speak of democracy, it is music to my ears even though I know that their definition of democracy is quite different from mine....

SHRI NIRMAL CHATTERJEE (West Bengal): Is it because we did not impose emergency?

SHRI K. C. PANT: Now my friend choses to provoke me. I would not have been provoked otherwise.

SHRI V. GOPALSAMY You could not be provoked. (*Interruptions*)

SHRI K. C. PANT: Well, if Mr. Poddar tells me that the Government should not have any power, the Visitor should not have any powers, even to make the first appointments.. (*Interruption*) He was objecting to that. After all, this is a measure only to enable the Visitor to make the initial appointments. Later on, the due processes take their own course. And he is speaking on behalf of his Party which in 1978 superseded the Acts of all the six Universities in his State, and the Government nominated all the bodies.

SHRI RAMENDRA KUMAR PODDAR: But no Vice-Chancellor was appointed.

SHRI K. C. PANT: That was a small mercy, and now when a Vice-Chancellor is appointed, you are doing your worst to see that he does not function in Calcutta.

SHRI RAMENDRA KUMAR PODDAR: No, no.

SHRI K. C. PANT: Therefore,... (*Interruptions*) .... let us at least be a little balance in critising these measures, and let us at least see what we are doing at home because these things are not such and luckily because of communication system which is at the root of this Open University, it is possible to know what is happening in West Bengal quite easily. Therefore, my friends should be very careful about the kind of criticism they bring forward.

Madam, I will not trespass on your time any more. I would have liked to deal with a couple of more points, particularly elaborating on the question of quality. But, I think, the House is tired now and I do not think I should take more time. And besides, the degree of support that this Bill got, I think, deserves at least this kindness on my part that I do not make you sit any longer. Thank you.

THE DEPUTY CHAIRMAN: I shall first put the Amendment moved by Shri R. Ramakrishnan for reference of the Bill to a Joint Committee of the Houses to vote.

The question is:

"That the Bill to establish and incorporate an open University at the national level for the introduction and promotion of the open University and distance education systems in the educational pattern of the country and for the co-ordination and determination of standards in such systems, be referred to a Joint Committee of the Houses consisting of 30 members; 10 members from this House, namely:—

1. Shri Sankar Prasad Mitra
2. Shri Lal K. Advani
3. Shri Parvathaneni Upendra
4. Shri Dipen Ghosh
5. Shri Virendra Verma
6. Shri M. Kalyanasundaram
7. Shri V. Gopalsamy
8. Prof. B. Ramachandra Rao
9. Shri R. Mohanarangam
10. Shri R. Ramakrishnan;

and 20 members from the Lok Sabha; that in order to constitute a meeting of the Joint Committee the quorum

[The Deputy Chairman]

shall be one-third of the total number of members of the Joint Committee;

that in other respects, the Rules of Procedure of this House relating to Select Committee shall apply with such variations and modifications as the Chairman may make;

that the Committee shall make a report to this House by the last day of the first week of the Hundred and Thirty-sixth Session; and

that this House recommends to the Lok Sabha that the Lok Sabha do join in the said Joint Committee and communicate to this House the names of members to be appointed by the Lok Sabha to the Joint Committee.

*The motion was negatived.*

THE DEPUTY CHAIRMAN: Since this Amendment is negatived, I am not putting Mr. Dhabe's amendment to vote.

Now, the question is:

"That the Bill to establish and incoroporate an open University at the national level for the introduction and promotion of the open University and distance education systems in the educational pattern of the country and for the co-ordination and determination of standards in such systems." be taken in to consideration.

*The motion was adopted.*

THE DEPUTY CHAIRMAN: We shall now take up clause-by-clause consideration of the Bill.

*Clauses 2 to 39 were added to the Bill.*

THE DEPUTY CHAIRMAN: New clause 40 to be moved by Shri Pant.

New clause 40: Statutes, Ordinances and Regulations to be published in the Official Gazette and to be laid before Parliament.

SHRI K. C. PANT: I move:

"That at page 13, *after* Clause 39 the following new clause be *inserted*, namely:—

'40. (1) Every Statute, Ordinance or Regulation made under this Act shall be published in the Official Gazette.

(2) Every Statute, Ordinance or Regulation made under this Act shall be laid, as soon as may be after it is made, before each House of Parliament, while it is in session, for a total period of thirty days which may be comprised in one session in two or more successive sessions, and if, before the expiry of the session immediately following the session or successive sessions aforesaid, both Houses agree in making any modification in the Statute, Ordinance or Regulation or both Houses agree that the Statute, Ordinance or Regulation should not be made, the Statute, Ordinance or Regulation shall thereafter have effect only in such modified form or be of no effect, as the case may be, so, however; that any such modification or annulment shall be without prejudice to the validity of anything previously done under that Statute, Ordinance or Regulation.'"

*The question was put and the motion was adopted.*

*New Clause 40 was added to the Bill.*

*The First Schedule and the Second Schduled were added to the Bill.*

*the Title were added to the Bill.*

*Clause 1, the Enacting Formula and* SHRI K. C. PANT: I beg to move:

"That the Bill, as amended, be passed."

*The question was put and the motion was adopted.*